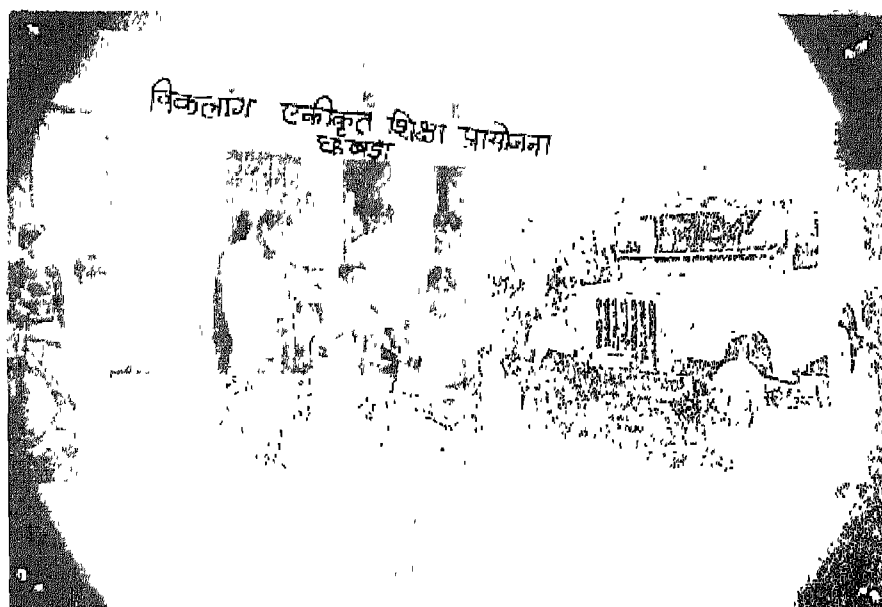


*An Evaluation Study of Integrated
Education for Disabled Children:*

*(IEDC)
AT BLOCK LEVEL*

Chhabra, (Rajasthan)



Jonak Verma

NAT (N.R.)
DLDI, NCERT
371 9544
VFR
F24616



**Department of Education of Groups with Special Needs
National Council of Educational Research & Training
Sri Aurobindo Marg, New Delhi - 110 016**

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Nodal officer from the State For Data Collection

Deputy Director,
Non-Formal Education &
Education of Disabled groups,
SIERT, Udaipur(Raj)

Field Investigators.

Sh Mahesh Joshi,
Udaipur (Raj)

Sh Mahipal Kashyap,
Udaipur, (Raj)

Sh Surendra Kumar Sharma,
Distt. Baran, (Raj)

Md Salim Khan,
Distt Baran,
Rajasthan

Assistance Provided by J.P.F:

Sh Debendra Nath Dash

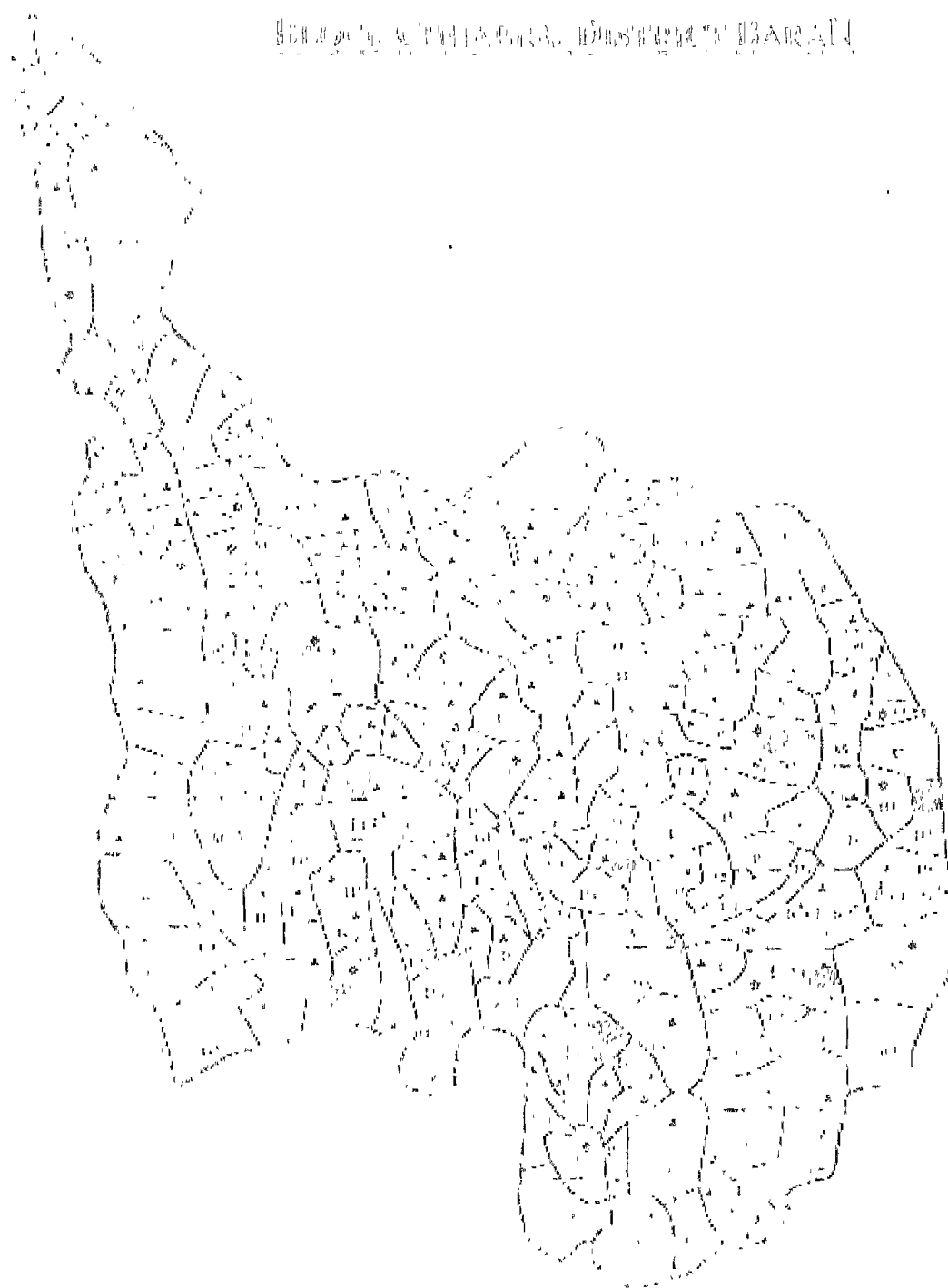
Computer Assistance & Analysis of Data:

Sh Ravindra Patel

Head, DEGSN, NCERT:

Prof Neerja Shukla

Janak Verma
Principal Investigator ,
& Reader, DEGSN
NCERT.



(14) Resource centres at Chhabra block

EVALUATION STUDY OF INTEGRATED EDUCATION FOR DISABLED CHILDREN

CONTEXT

Programme of Action (POA) 1992 indicates that there are 12.59 million disabled children belonging to different disabilities, in the age group of children who are receiving education in our general education system. There are a number of mild handicapped children who enter the general schools but they failed to achieve the normal standards of school education. Therefore, they stop going to schools. There is another group of children who do not enter schools due to their disabilities or the school is reluctant to admit them because of their disabilities. There is still another group of children who are in the category of severe and profound disabilities. So, we have three different groups of children who need special attention. These are:

1. *Children with disabilities who are already in general education system whose retention and achievement is to be ensured through special support.*
2. *Children with mild disabilities who are out of school who need to be brought to general education system.*
3. *Children who need education in special schools because of the severity of their disability*

Concerted efforts need to be made to identify these children within or out of general education System and make special efforts for their retention and achievement to the maximum of their capabilities. *Who are these children, who will identify them, how they can be identified, how to prepare general education system to address to the needs of these children, What about manpower development, who will prepare them, whether all regular teachers need to be trained or a few teachers require training, whether single disability trained teacher can do or a teacher need to be trained in various disabilities for mass implementation, who will trained them, NCERT or RIEs or SCERTs, how about providing resource materials to meet their individual needs, What adjustments and adaptations in the existing curriculum and teaching method and materials need to be undertaken, all these questions need to be concentrated upon for planning, management and its implementation.*

The Government of India floated a scheme entitled “Integrated Education For Disabled Children (IEDC) to answers all these questions and to bring children with disabilities into the general education system so that they can come at par with other children and can become a part of the existing society.

Integrated Education for Disabled Children (IEDC)

IEDC is a Centrally Sponsored Scheme of Integrated Education for Disabled Children by Govt. of India which purports to provide educational opportunities for the disabled children in common schools. This is a scheme by which we can achieve our national target of *Education for All* by enrolling the major chunk of children with different disabilities in our general education system. This scheme is being implemented through the State Government/ Union Territories/ Administrations and Autonomous organizations. Because this scheme has to be implemented in schools, the education department would be the implementing agency.

This scheme was initially under Ministry of Social Welfare till 1974, after which it was shifted to Ministry of Human Resource Development. The scheme of IEDC was first revised in the year 1982. At that time the States of Bihar, Karnataka, Kerala, Maharashtra, Nagaland, Tamil Nadu, Orissa and Union Territory of Andaman & Nicobar Island & Mizoram have started implementing the scheme. The states of Andhra Pradesh, Haryana, Madhya Pradesh and U.P. also joined later. Today it is running in 22 states. It was then in the year 1992 that the scheme was revised. The scheme was implemented in all the States through the IEDC cells established in SCERTs, SIEs or Department of Education, Directorate of Education. The IEDC cell comprised of one Deputy Director, one Psychologist, one Special Educator, and a Steno-typist to implement the Scheme in the State.

The major objective of this scheme is to integrate the children with different disabilities with general community at all levels as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

Scope of the Scheme

Apart from providing education facilities for children with disabilities in integrated schools the scheme includes pre-school training for disabled children and counseling for the parents. This is to prepare the child for the regular school system. It includes training for daily living skills, communication skills, basic academic skills, mobility training in case of visually handicapped children. It also gives importance to parent's training in-home management of these children. Along with the education, the scheme also provides vocational courses equivalent to the senior secondary stage.

The support of NGOs has also been sought in implementing the scheme. Earlier, NGOs were not involved in implementation of the Scheme but when the Govt. realized that it cannot achieve the target of mass implementation of IEDC without taking support from NGOs, the provision to support NGOs was made available in the scheme.

Facilities provided under the Scheme of IEDC

A number of facilities have been provided to the children with different disabilities under the scheme. These are as under:

- (I) a. *Actual expenses for books and stationery up to Rs. 400 per annum.*

- b. *Actual expenses for uniform up to Rs. 200 per annum.*
- c. *Transport allowance up to Rs 50 per month.*
- d. *Reader allowance for Rs. 50 per month in case of blind children after class-V.*
- e. *Escort allowance for severely orthopaedically handicapped with lower extremity disability at the rate of Rs 75 per month.*
- f. *Actual cost of equipment subject to a maximum of Rs. 2000 for a period of five years.*

(II) *In the case of severely orthopaedically handicapped children, it may be necessary to allow one attendant for 10 children in a school. The attendant is given the standard scale of pay prescribed for class IV employees in the State/UT concerned.*

(III) *Disabled children residing in school hostel within the same institution where they are studying are also paid boarding and lodging charges as admissible under the State Government rules/schemes. Where there is no State scheme of scholarships to hostelers, the disabled children whose parental income does not exceed Rs. 5000 per month are paid actual boarding and lodging charges subject to a maximum of Rs. 200 per month. However, disabled children should generally not be placed in hostels unless the required educational facilities are not available in the nearby schools.*

(IV) *Severely orthopaedically handicapped children residing in school hostels may need the assistance of a helper or an ayah. A special pay of Rs. 50 per month is admissible to any employee of the hostel willing to extend such help to children in addition to his/her duties.*

(V) **Special teacher support**

In order to cater to the needs of disabled children provision of special teacher is made so that the educational needs of disabled children can be met in the school system itself. The teacher-pupil ratio for the special education teacher under the scheme is 1:8 or 1:10. This ratio is the same for normal classes as well as for preparatory pre-school classes. This special teacher is supposed to provide counselling to the parents and members of the community.

(VI) **Orientation/Training for teachers as well as others involved in the programme**

For the successful implementation of the IEDC scheme short-term orientation courses for general teachers, educational administrators, and heads of institutions are also organized for different durations. This is very important component for implementation of the Scheme. Without the involvement of those who are to implement the scheme, it cannot take off. It is the teacher, the head teacher, and the administrator who have to carry the things forward. Therefore, their orientation and training is the most important part of the whole scheme.

(VII) **Establishment of Resource Room**

In order to make education of disabled children in general schools successful, the establishment of resource room is provided under the scheme. The resource room has all the essential teaching-learning materials, aids and equipments, which are required for the education of special need children in general school system. Rs. 30,000/- is provided for

the purpose. Not only this, provision has also been made for the construction of new room where no room is available to be used as resource room. For this particular task Rs. 50,000/- was kept for the construction.

(VIII) Removal of architectural barriers

To provide easier access to orthopaedically handicap children within the school premises, a provision was made to remove architectural barriers from the school. Freedom was given to school authorities to modify the existing structure, so that orthopaedically handicap children may have access to classrooms

(IX) Instructional material

For the successful implementation of IEDC scheme, availability of required teaching-learning material is essential. Financial assistance is provided under the scheme for the purchase and production of instructional materials for the disabled children. A provision was also made for the transaction of existing material in regional languages under this scheme.

(X) Relaxation of Rules & Regulations

State Governments, Union Territories, administrators and other implementing agencies were motivated for the relaxation of rules and regulations related to admissions, minimum or maximum age limit for admissions, promotions and examination procedures for improving access of the disabled children to general education system.

These are different facilities, which are provided under IEDC Scheme to promote education of special need children studying in general schools.

The scheme is in operation since 1982 though it was revised in 1992. Since then various States and UTs are implementing the scheme. Different States and UTs are at different levels of implementation. These States can be grouped as under:

1. *The States where IEDC Cell is established and the Scheme is running very successfully. This includes states like Rajasthan, Maharashtra, Mizoram & Madhya Pradesh.*
2. *The States where IEDC Cell is in additional charge. Since it is in additional charge, the scheme is not being implemented, as it should have been. This includes states like U.P. & Delhi.*
3. *Third group includes those states, which are not aware of the scheme at all. Therefore, they do not implement the Scheme. States like Goa, Daman, Meghalaya may be placed in this group.*
4. *Fourth group includes PIED states which can work as an exemplar model running the Scheme very successfully inspite of all the difficulties, bottlenecks and hurdles - administrative as well as academic. Here again appears the names of states like Rajasthan, Maharashtra, Madhya Pradesh, Tamil Nadu, Orissa, Haryana and North eastern states like Mizoram & Nagaland etc.*

However, the implementation of the scheme did not progress according to the expectations. Lack of trained manpower, non-availability of teaching learning materials suited to special education needs of these children, lack of availability

of programmes for preparing general teachers and Heads of the Institutions by way of their Orientation to the needs of IEDC, inadequate infrastructure for identification and assessment of disabled children, inadequate community and parent participation have been among the many causes of slow progress of the scheme.

Relevant specific innovative projects for implementation of IEDC need to be designed. The scheme needs to be strengthened in the States and UTs where it is being implemented and must be extended to those States where it is yet to be Introduced.

The IEDC is expected to achieve the following objectives:-

- 1. Increased enrollment of special needs children to general schools so that they can be educated with other children.*
- 2. Improved retention of disabled children in general schools through improved educational facilities by way of curriculum adjustments and adaptations of instructional methods and material to their needs.*
- 3. Better achievement of disabled children at (1) and (2) above*

The success of this scheme lies in the flexible attitude, correct understanding and right interpretation at the State level for planning, management and its implementation at a larger level. The target may be achieved by:-

- 1. Developing an attitude to help the children with disabilities,*
- 2. Conducting regular orientation of state level machinery,*
- 3. Enhancing competency of existing staff, and*
- 4. Providing effective additional support services.*

NEED OF THE STUDY

The education of children with disabilities is an integral part of general education system. The Scheme of IEDC was initiated to bring the children with different disabilities to general education system. This will help achieving the target of Universalization of Elementary Education & Education for All. Various inputs were provided under the scheme to achieve the targets in different states & Union Territories.

As indicated earlier, the Scheme is in operation since 1982 & was revised once in 1992. Since then various facilities are being provided in the form of various facilities to Schools where IEDC is in operation, to children in the form of books, uniform, transport allowances, reader's allowances, aids & equipments, support of special teacher, resource room facilities, relaxation in admissions, examination procedures etc.

After providing these services continuously for almost two decades NCERT wanted to see the impact of these services on the education of children with disabilities and also on general education system – the schools, the teachers, the children – disabled & non-disabled both, and the parents. In other words, the investigator wanted to know whether these inputs have reached to the concerned or not. If not, why? If yes, what is their impact on different variables under study like the enrollment of children with disabilities in general schools, their retention and achievement, teachers attitude towards the education of children with disabilities, parents perception about the scheme of IEDC, their participation in the education of their children with non-disabled children, and children's perception about the whole scenario.

Methodology

The target population of the study is children with disabilities. School is the unit of measurement. 50% of the schools were selected from the identified IEDC blocks and different districts of the state to study the status of IEDC in the State. Availability of children with different disabilities in schools is a major criteria for the selection of schools in the sample. Geographical proximity and literacy rates were also kept in mind while selecting the sample. In-depth study was conducted on further sub sample to know the impact of IEDC on teachers, children and parents.

Five different types of research tools were developed. Qualitative as well as quantitative questionnaires were designed to study the status of IEDC. Based on research questions, interview schedule for parents, children and questionnaire for teachers were developed to study the impact of IEDC on the education of children with different disabilities.

Sample Selection

As mentioned at page 9 that different states are implementing IEDC at different levels of performance. Some states are implementing the scheme very successfully, some moderately and there are some states which are not implementing the scheme as they are not either aware of the scheme or they are not implementing it because they are not sure of its continuity. The investigator has selected a mixed group of states including the states, which are running the

scheme very successfully like the States of Rajasthan and Maharashtra. These were covered under PIED project also. Two states were selected from the group where IEDC is in additional charge; therefore, it did not progress the way it was planned. These states are Delhi and U.P. Mizoram was included since it represents North Eastern States. Incidentally, it was also covered under PIED project and it is the one which is running the scheme very successfully.

Availability of children with different disabilities in schools is a major criterion for the selection of schools in the sample. 50% schools were selected from the block and the District of the State. In depth study was conducted on further sub-sample to know the impact of IEDC on the attitude of teachers, children and parents regarding the education of children with different disabilities.

Research Tools

Five different research tools - qualitative as well as quantitative questionnaires were designed to study the impact of IEDC on the education of children with disabilities. Based on the research questions, questionnaires were developed for teachers to know the attitude of teachers towards the impact of scheme of Integrated Education for Disabled Children (IEDC). Similarly, interview schedules were prepared for parents and children to know their perception about the impact of IEDC on the education of Children with Disabilities.

Questionnaires for Teachers

The questionnaire for teachers was designed to be filled up by the resource teacher, teacher who has undergone orientation course in IEDC and a general teacher in the school where IEDC scheme is in operation. The questionnaire in all

consists of 50 items comprising of both close and open-ended questions. The questionnaire is so designed so as to get in-depth information from the teachers about the impact of implementation of IEDC on the education of children with different disabilities.

Following is the analysis of the teachers' perception about IEDC at the Chabra Block, Distt. Baran, Rajasthan:

***Integrated Education for
Disabled Children
(IEDC)
At Chabra Block,
Distt. Baran, (Rajasthan)***

INTRODUCTION

There are 171 IEDC schools in Chabra Block. There are 14 resource centres in the Block, out of these 10 resource centres are managed by 10 resource teachers trained for one year multi-category teacher training at Regional Institute of Education (RIE), Ajmer. As of today 4 resource centres do not have trained resource teachers. They are managed by general teachers who have undergone a short-term orientation course at the Block level itself in Integrated Education conducted by IEDC faculty. The IEDC faculty at the Block level consists of 1 Project Officer and 2 Special Teachers. The Project Officer is trained by NCERT in planning, management and implementation of IEDC. The 2 Special Teachers are Resource Teachers, trained in multi-category teacher training by Regional Institute of Education (RIE), Ajmer. All the 10 resource teachers with 43 other general teachers who have attended orientation courses of varying duration on IEDC comprise the sample from the Chabra Block.

This is to be highlighted here that Rajasthan State is among one of the 10 States covered under Project Integrated Education for Disabled (PIED) sponsored by UNICEF. The Project was 100% funded by UNICEF. Under PIED COMPOSIT AREA APPROACH was followed. One or two Blocks were adopted from all the 10 States where PIED was launched as support to IEDC. All the teachers of this particular Block i.e. Chabra Block were given orientation for IEDC for the successful implementation of IEDC Scheme. 10 teachers were trained for one year as resource teachers in multi-category teacher training at RIE, Ajmer. Afterwards, 10 resource centres were established at this particular Block under the supervision of these 10 resource teachers. 4 more resource centers were established later. In the absence of one year trained teacher, these

centers started working under the supervision of general teachers who have undergone orientation courses of different durations.

General Information

Academic and Professional Qualifications of the Teachers at the Chabra Block

Out of 10 trained resource teachers 8 of them were postgraduate, 1 is graduate and 1 has done 10+2. So far as professional qualification is concerned 9 of them have done B.Ed. and 1 has got Certificate of Teaching (C.T.). All these teachers have undergone one-year multi-category teacher training from RIE, Ajmer. Of all the 43 General Teachers, 18 were postgraduate, 17 graduate and 8 are 10+2. 33 teachers have undergone B Ed., 9 have done C T. and 14 are M.Ed.

Table No. 1

**Academic and Professional Qualifications of the Teachers Working at
Chabra Block (Rajasthan)**

S.No.	No. of Teachers	Types of Teachers	Academic Qualification			Professional Qualification			Professional Qualification in Special Education	
			10+2	Grad	P.Grad.	C.T.	B.Ed.	M.Ed.	One Year Multi-category Trg.	Orientation courses of different duration
1	10	Resource Teacher	1	1	8	1	9	-	10	-
2	43	General Teacher	8	17	18	9	33	1	-	43
Total	53	—	9	18	26	10	42	1	10	43

All of them have undergone one, two or six week orientation in the field of integrated education. Out of 43 General Teachers 17 of them were working as head of the schools. These short-term orientation courses were organized by the resource teachers itself at the Block level. These may be viewed in the following photographs.





Location of Schools

39 schools in the Chabra Block including 9 resource centres are located in the rural settings as informed by the teachers interviewed. Only 4 schools are located in urban area among which one is a resource centre located in Chabra Block itself. This can be seen in the following Table No. 2.

Table No. 2
Location of Schools in Chabra Block (Rajasthan)

S.No.	Resource Centres/ General Schools	Rural	Urban
1	10	9	1
2	43	39	4
Total	53	48	5

Management and Type of Schools

The IEDC Scheme is located in Govt. Schools. Only 1 IEDC School is un-aided managed by Private body. So far as the type of schools is concerned all the schools are co-educational schools except one, which is exclusively for boys. It may be viewed from the following Table No. 3.

Table No. 3
Management & Type of School

Schools	Management				Type of School		
	Govt.	Local Body	Private Aided	Private Unaided	Boys	Girls	Co-educational
General Schools	42	-	-	1	1	-	42

Resource Centres located in Primary, Upper-primary, Secondary & Sr. Secondary Schools

There are 27 general schools which are running classes from I-V, 6 schools from classes I-VIII, 4 schools from classes VI-X and 3 schools from classes VI-VIII. There is one school each having classes I-X, VI-XII and IX-XII. It is to be highlighted over here as is also evident from the Table No. 4 that most of the resource centers i.e. 60% of them are located in schools running primary classes i.e. classes I-V, I-VIII or I-X. 30% resource centers are located in schools which are running classes from VI-X, only one resource centre was placed in a school

having classes IX-XII. It was decided intentionally to establish a resource centre in that school so that the children studying in secondary and senior secondary classes can also be taken care of regarding their diverse needs.

Table No. 4

Resource Centres located in Primary, Upper-Primary and Secondary & Higher Secondary Schools

S.No.	Classes Taught	General Schools	Schools having Resource Centres
1	I-V	27	1
2	I-VIII	6	3
3	I-X	1	2
4	VI-VIII	3	-
5	VI-X	4	3
6	VI-XII	1	-
7	IX-XII	1	1
TOTAL -		43	10

Medium of Instructions

There are 171 schools in Chabra Block where IEDC is in operation. All the schools including resource centres for the children with disabilities running in the Chabra Block follow Hindi as the medium of instruction. Rajasthan is a Hindi speaking State. It uses Hindi as the official language. It may be seen in the following Table No. 5.

Table No. 5
Medium of Instructions

Number of Schools	Medium of Instruction
171 schools in Chabra Block	Hindi

Familiarity with the concept of IEDC

All the teachers in the Chhabra Block interviewed for the study were found to be familiar with the concept of IEDC. All of them knew that IEDC is a centrally sponsored scheme with the objective to integrate the children with disabilities with the general community at all levels as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. It may be viewed from the following Table No. 6.

Table No. 6
Familiarity with the Concept of IEDC

S.No.	No. of Teachers	Familiarity with the Concept of IEDC	
		Yes	No
1	Resource Teachers - 10	10	-
2	General Teachers - 43	43	-

Since when has IEDC scheme been implemented in the School

All the general as well as resource teachers working in the schools at Chabra Block have good working experience. 39 teachers are working in the area of integrated education since 1989. Out of which 7 are resource teachers and 32 are general teachers 13 teachers are working since 1990, out of which 3 are resource teachers and 10 are general teachers Only one general teacher has joined IEDC family in the year 1990. Like this out of 53 teachers, 39 are working since 1989 and 13 since 1990.

Table No. 7
Year of Implementation of IEDC

S.No.	Year of Implementation of IEDC	Resource Teacher	General Teacher	Total
1	1989	7	32	39
2	1990	3	10	13
3	1999	-	1	1
Total -		10	43	53

The IEDC scheme was implemented with the establishment of 7 resource centres in Chabra Block since 1989 3 resource centers were added in 1990. 4 more resource centres were established after 1999 65% of the teachers confirmed that the scheme is being implemented in Rajasthan since 1989.

Number of Trained Teachers in Integrated Education in the school

It has been stated earlier that *Chhabra Block* was involved in *PIED Project* sponsored by *UNICEF*. Since *Composite Area Approach* was followed in the project, all the teachers in the block were given an "orientation course" for different durations regarding sensitization of IEDC. 43 general teachers and 10 resource teachers were interviewed for the in-depth study of IEDC.

Table No. 8

No. of Trained Teachers in Integrated Education at the Block Level

<i>S. No.</i>	<i>Number of Teachers</i>	<i>Type of Training</i>	<i>Duration of Training</i>	<i>Place of Training</i>
1	39	Orientation Course	One Week	Chhabra Block
2	4	Orientation Course	Six Weeks	RIE, Ajmer
3	10	Teacher Training Programme	One Year (MCTTP)	RIE, Ajmer
Total	53			

As is evident from the **Table No. 8** that, all the teachers (43) reported to have undergone the orientation courses of different durations, either one week or six week in Integrated Education. 10 teachers have undergone one-year Teacher Training course in Multi Category. They are called resource teachers. All the Orientation Courses were organized at Chhabra Block itself by the Project team and resource teachers. The resource teachers who were trained for one year in Multi Category were trained at Regional Institute of Education (RIE), Ajmer.

It is to be highlighted here that there are 14 resource centres at Chabra Block established during the Project Integrated Education for Disabled (PIED) which are manned by the trained resource teachers. These teachers are responsible for the education of children with special need in the whole of the Block. They conduct short-term orientation courses for general teachers regularly, organize counselling sessions for the parents and arrange awareness generation programmes for the members of the community to get support for the education of these children.

Getting additional salary on time

As per the scheme the resource teacher who is trained for one-year either multi category or single disability is eligible to get an additional salary of Rs.200/- p.m. if posted in rural area and Rs.150/- p.m. if posted in urban area. All the 10 resource teachers are getting additional salary along their usual salary. They have also reported to receive their salary well on time. It is evident from Table No. 9.

Table No. 9
Getting Additional Salary on Time

No. of Resource Teachers	Getting Additional Salary		Getting Additional Salary on Time	
	Yes	No	Yes	No
10	10	-	10	-

Ratio of Resource Centres and Regular Schools

It has been mentioned earlier that there are **171** integrated schools in Chhabra Block while there are only **14** resource centers located in it. Out of which **10** have been manned by **10** trained resource teachers and four are under the supervision of teachers who have undergone orientation courses of different durations

Resource teachers in Chhabra Block are working as itinerant teacher. They are catering to the special need of children in schools attached to resource centres. Since **4** resource centres do not have any trained teacher around **17** schools fall with **1** resource centre on an average having trained resource teacher posted in it. If we further analyse the table we find that resource centre at Pipalia has **7** schools attached to it while resource centre Pali has **18** schools associated with it. It may be seen in the following table:

Table No. 10
Number of schools attached to Different Resource Centres

S. No.	Name of the Resource Centre	No. of Schools attached to the Resource Centre	Name of the Resource Teacher	Qualification
1	CHHABRA	17	S.M. KHAN	MCTTP for One Year
2	KOTARI	13	P N. SHARMA	MCTTP for One Year
3	PALI	18	S.K. SHARMA	MCTTP for One Year
4	GHATAKHERI	13	Vacant	-----
5	BHUAKHERI	12	A.K. BHARGAW	MCTTP for One Year
6	NIPANIA	10	R.P. SHARMA	MCTTP for One Year
7	BHANWAR	8	Vacant	-----
8	BHOOLOH	13	R.S.Chauhan	MCTTP for One Year
9	BHATAWADAPAR	13	Vacant	-----
10	BAPTCHA	12	Vacant	-----
11	KADAYA NOHAR	12	G.L. SHARMA	45 Days Training
12	KOLUKHERA	13	G. GALVA	MCTTP for One Year
13	CHOWKI	10	N SHARMA	MCTTP for One Year
14	PIPALIA	7	S.C. SHARMA	MCTTP for One Year
Total -		171		4 Vacant

The table above indicates that there is more pressure on one resource centre. This pressure must be reduced. It has also been reported that the schools are located quite far off. It becomes very difficult for the resource teacher to cover these 17 schools located at far off distance particularly if the school is located at a distance of 15 kms. It indicates that more resource centres need to be opened so that pressure should be less on one resource centre as well on resource teacher. It also speaks negatively upon the achievement of children with special needs in the schools. As a matter of fact only those schools should be associated with the

resource centre, which are located quite nearby at a walking distance or a distance which can conveniently be covered by locally and easily available transport.

Pupil Teacher Ratio for Children With Disabilities

So far as *Pupil-teacher ratio is concerned it varies from school to school*. As has been mentioned earlier that there are **14** resource centres in the Chabra Block, **4** of them do not have any trained teacher posted at the centre. The post of Resource Teacher at **4** centres is lying vacant. This indicates that only **10** resource centres are managed by the trained resource teachers.

There are **694** children having different types of disabilities studying in **171** different IEDC schools covered by **10** resource teachers. This indicates that around **70** children are covered by **1** resource teacher. The established norms of 1:8 or 1:10 pupil teacher ratio is as per IEDC scheme. The scenario in the field is totally different. There, **1** teacher has to cater to the needs of around **70** children on an average. The resource teacher posted at block headquarter Chabra is looking after **26** children with different disabilities in the school where she is posted. In addition to this, she is providing services to **75** other children having different types of disabilities studying in **16** other schools as total **17** schools are attached to **1** resource centre. This makes the pupil teacher ratio as 1:101. *There is a need to appoint more trained teachers at the Block to cater to the needs of children with different disabilities. Though, it is true that 694 children include children with neuro-muscular and orthopaedic handicap also, which may not require the services of special teacher. However, as is evident from the Table No. 10, that 4 post of the trained resource teacher are lying vacant at the Block level, these atleast must be filled up at the earliest to meet the individual needs of children in different schools. Looking at the number of children with different*

disabilities, more resource centres need to be launched at the block level. Needless to say that these resource centres should be fully equipped and manned by trained resource teachers.

Table No. 11

Pupil Teacher Ratio For Children With Disabilities In Chhabra Block

S.No.	Name of the Resource Centre	Number of Resource Teachers	Number of Schools attached to a Resource Centres	No. of Children With Disabilities
1	R.C.-1 Chhabra	1	17	101
2	R.C.- 2 Kotari	1	13	44
3	R.C.- 3 Pali	1	18	77
4	R.C.- 4 Ghatakheri	-	13	55
5	R C - 5 Bhuakheri	1	12	28
6	R.C.- 6 Nipania	1	10	37
7	R.C.- 7 Bhanwar	-	8	14
8	R.C.- 8 Bhoolon	1	13	32
9	R.C.- 9 Batawadapar	-	13	99
10	R C.- 10 Bapcha	-	12	37
11	R.C.- 11 Kadayanoahar	1	12	67
12	R.C.- 12 Kolukhera	1	13	22
13	R.C.- 13 Chowki	1	10	55
14	R.C.- 14 Pipalia	1	7	26
Total -		14	171	694

Number of times in a month the resource center facilities availed by the children

- 72% of the general teachers reported that the children are using the resource centre facility very frequently.
- 70% of the resource teachers informed that children come to the resource centre once a week.
- 10% of the general teachers reported that children are availing the facility only once a month.

Table No. 12

Resource Centre Facility Availed by Children as Reported by Teachers

S. No.	As Reported by Teachers	No. of Times in a Month						Total
		Once	Twice	Thrice	4 Times	Sometimes	Frequently	
1	Resource Teacher – 10	-	2	1	7	-	-	10
2	General Teacher - 43	4	2	3	2	1	31	43
Total	53	4	4	4	9	1	31	53

It shows that different resource centres are attended upon by different number of times by children with different disabilities. Attending the resource centre by children with different disabilities depends upon the type of disability, the extent of the disability, the insistence of the teacher for attending the resource room, attitude of teachers towards using the resource room, and the motivation level of the child to use the resource room for his/her achievement.

Suggestions for the improvement of resource centre

On asking about the suggestions to improve the resource centres, the teachers of the Block have given a number of suggestions on the basis of their experience:

Table No. 13
Suggestions for the improvement of Resource Centre

S. No.	Suggestions for the improvement of Resource Centre	No. of Teachers responded	% age of Teachers responded
1	<i>All the necessary aids & equipments and psychological tests should be available in the resource centre</i>	23	43
2	<i>Rs.40,000/- is not sufficient for a resource centre</i>	23	43
3	<i>Proper seating arrangement should be made in the resource room. Provision for doing some exercises should also be there.</i>	9	17
4	<i>Proper electricity arrangement should be there in the resource room</i>	5	9
5	<i>Each school should have one resource centre.</i>	11	20
6	<i>Provision for repair & maintenance of aids and equipments should be there.</i>	6	11
7	<i>Attachment of number of schools/children should be decreased from the resource centers</i>	8	15
8	<i>Parent-teacher orientation should be arranged for using resource materials and facilities</i>	8	15
9	<i>Resource centre should be located at the central place</i>	2	4
10	<i>More teachers should be trained/ oriented to handle the resource centre.</i>	5	9

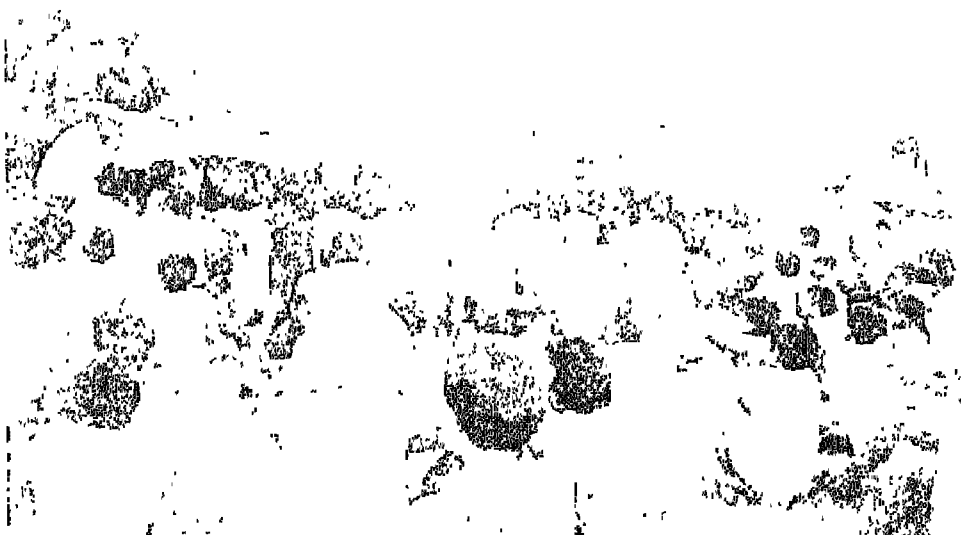
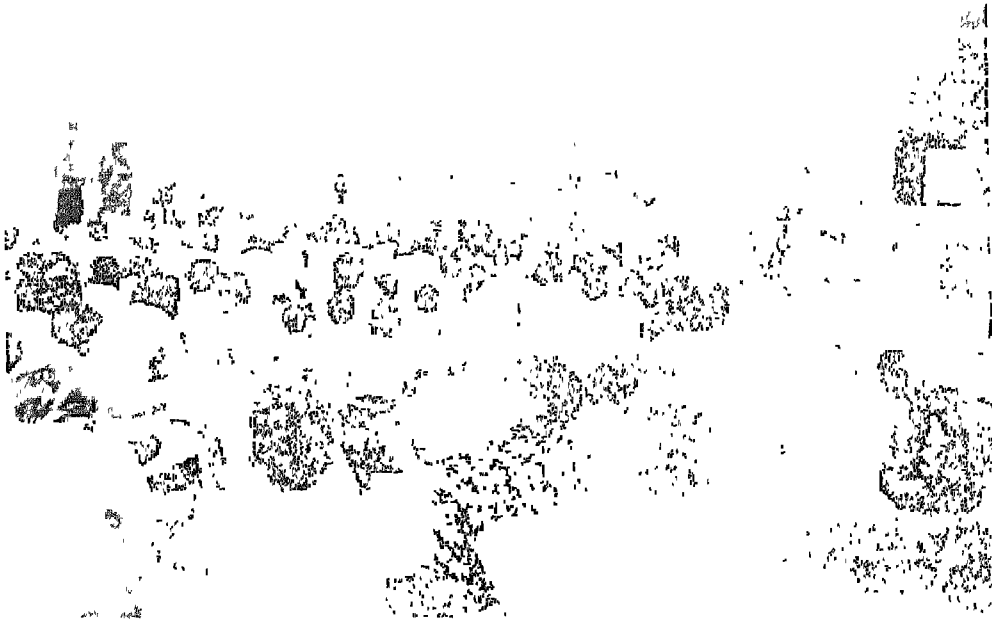
- Table No. 13 indicates that **43 %** of the teachers were of the opinion that the money approved by the Government i.e. Rs.40,000/- for the establishment of one resource center is not sufficient. More money should be sanctioned for the same.
- Same percentage of the teachers (**43 %**) suggested to increase the number of necessary aids and equipments in the resource centre. It should also include tape recorder, T.V., radio etc.
- **20 %** of the teachers were of the opinion that since there is more number of children with disabilities, each school should have one resource centre with one resource teacher. Though, it is not possible to agree to this type of suggestion because it is required to have one resource centre attached to one school. Because if we look at **Table No. 11**, we find that one school does not have even **8-10** children to get one resource teacher as per the norms. For example, resource centre, Bhanwar at **S.No. 7** got only **14** children who come from **8** different schools. Resource centre, Kolukhera at **S.No. 12**, has **22** children who are from **13** different schools. It shows that 1 school hardly has **1-2** children.

However, we can say that more resource teachers should be placed at one resource centre because one resource teacher has to teach **101** children at resource centre **No. 1** i.e. Resource Centre at Chhabra, **99** children at resource centre **No. 9** at Batawadapar. At the top of it the post of resource teacher is lying vacant at that centre. **77** children are there at resource centre Pali with one resource teacher. **4** resource centers are without resource teacher at Ghatakheri, Bapcha, Batawadapar and Bhanwar with **55, 37, 99** and **14** children respectively. Moreover, the schools attached to the centres are located quite far off. One of the school is located at the distance of **15 kms**.

It is on this ground that it may be recommended to establish more resource centers with more resource teachers attached to them. Apart from this, each resource centre should have one resource centre assistant like we have Lab. Assistant in each lab. It will facilitate the service delivery on the part of the resource teacher.

- 17 % of the teachers suggested that resource room should have proper seating arrangement for the children. Generally, individual attention is being paid in the resource room. Sometimes, a small group work is suggested for the better involvement of children in the classroom. Some of the teachers have also suggested that there should be a provision for doing some exercises for better eye-hand coordination, muscular movement and better concentration of children with special needs. Keeping this in view, the suggestion made by the teachers that there should be proper seating arrangement in the resource room seems relevant.
- 15 % of the teachers were of the opinion that attachment of the number of schools and number of children with disabilities to one resource centre should be decreased. In other words, they were of the opinion that there should be lesser load on the resource centres and the resource teacher, so that they can work efficiently.
- Again, 15 % of the teachers suggested that there should be parents' orientation programmes for the parents of the disabled children on 'how to use the resource room material' with children with different disabilities. This was suggested with a view to involve more and more parents in the education of children with special needs. In this era we talk about parent-teacher partnership for the promotion of education of children with disabilities. In this context, it seems to be a very relevant suggestion. A number of parent's awareness programmes have been organized at the block level to seek

participation of parents for the education of children with special needs This can be viewed in the following photographs.



- 11 % of the teachers were of the opinion that one person should be available at the resource centre for repair and maintenance of aids & equipments. Even interested resource teachers may be trained for the purpose. It was experimented in PIED Project. The results were quite encouraging. The quick repair service was available at the resource centre itself, which made the job very easy.
- 9 % of the teachers suggested that more teachers should be oriented or given training to handle the resource room. Since, one resource teacher is supposed to cater to the needs of 8-10 children, while in reality he is dealing with around 80 children with disabilities. There should be atleast 7 or 8 teachers associated with one resource centre as per norms. Looking at the existing scenario at the block level the suggestion given by the teachers is quite relevant
- Again, 9 % of the teachers reported that there is no proper electricity facility in the resource room. It becomes very difficult to do without fans during summers in the resource room. Even proper light is required in the resource room particularly for teaching the children with hearing impairments.
- Some of the teachers (4 %) suggested that the resource centre should be established at a central point, which is easily accessible to different resource centers. So that, the children, teachers and parents can visit the resource centre quite frequently.

Management of children with special needs in the absence of resource centre

The teachers were asked how do they manage the children with special needs in the absence of resource centre nearby. A number of responses emerged in response to this particular question:

- **23 %** of the teachers reported that they have been provided with an iron box of 4 x 2 ½ x 2 containing different types of teaching learning materials, aids and equipments for children with special needs. Teachers are using these resource materials in the general classrooms for the teaching-learning of special needs children.
- **21 %** of the teachers reported that in the absence of resource centers they are using modified and adapted general teaching learning materials with special needs children.
- **11 %** of the teachers informed that since there is no resource centre located nearby, they have collected funds with the help of social welfare society in the Block and purchased teaching-learning materials for children with different disabilities. These materials they are using in addition to the materials provided under PIED Projects which is lying in all the IEDC Schools.
- Same percentage of teachers (**11 %**) reported that they borrow the teaching-learning materials from nearby resource centre. This, of course, can be done only when the resource centre is located nearby or at a walking distance.
- Some of the teachers (**9 %**) expressed that since resource Centre is located quite far away, we are providing extra time to the children with special needs and use the teaching learning materials, which is used with the general children. At times they make some adaptations and modifications in the

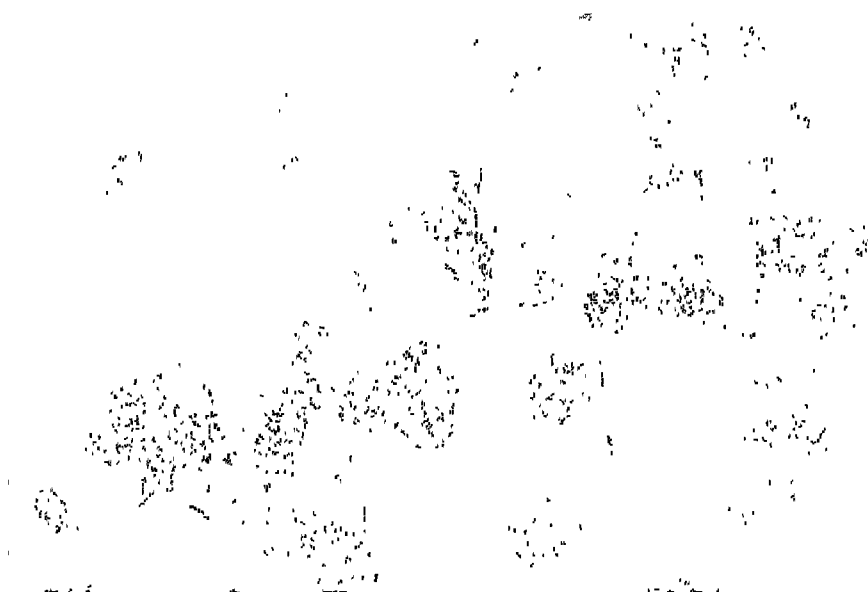
existing teaching learning materials with the help of the resource teachers. This may be viewed from the following Table No.14:

Table No. 14
Management of Children with Special Needs in the absence of
Resource Centre

S. No.	Management of Children with Special Needs in the absence of Resource Centre	No. of Teachers responded	%age of Teachers responded
1	<i>Use of an iron box containing different types of teaching-learning materials, aids and equipments for children with special needs</i>	12	23
2	<i>Use of modified and adapted general teaching-learning materials</i>	11	21
3	<i>Purchase of teaching-learning materials by collecting funds.</i>	6	11
4	<i>Borrowing teaching-learning materials from nearby resource centre.</i>	6	11
5	<i>Providing extra time with the children with available teaching-learning materials for general children</i>	5	9

Number of Children with Disabilities Gender-wise studying in different resource centers in Chhabra Block, Rajasthan during 1999-2000

The total number of disabled children studying in different resource centers in Chhabra Block during the year 1999-2000 is 694. These children have been assessed by organizing a number of assessment camps at the block level. This may be viewed in the following photograph.



Out of these **694** children **430** are boys and **264** are girls. The number of boys having disabilities is more as compared to girls. **Resource Centre No. 1 i.e. Chhabra Resource Centre** has the highest number of children with different disabilities. These are **101** in number Out of which **69** are boys and **32** girls. **99** children with disabilities are studying at **Resource Centre No. 9, i.e. Batawadapar** where **58** children are boys and **41** girls. Unfortunately, there is no resource teacher posted here Resource Centre No 3 i.e. Palu has **77** children out of which **58** are boys and **19** are girls. **67** children are there in Kadayanoahar, Resource Centre No. 11, having **28** boys and **39** girls **55** children each having different disabilities are located in resource centre no 4 i.e. Ghatakheri and Resource Centre No 13 i.e. Chowki Ghatakheri has **37** boys and **18** girls while Chowki has **38** boys and **17** girls Resource centre No. 6 Nipania has **37** children with disabilities. Resource centre no 10 Baptcha has the same number of children i.e **37** And resource centre no. 14 i.e Pipalia has **46** children The minimum number of children with disabilities is there at **Resource Centre No.7 i.e. Bhanwar**. These are **14** in number. Out

of which 8 are boys and 6 girls. **Resource Centre No. 12 i.e. Kolukhera** is having second minimum number of children with disabilities, which are **22** in number. **Batawadapar Resource Centre No. 9** has the highest number of girls with different disabilities i.e. **41** followed by Kadayanahar having **39** girls This may be viewed in the following **Table No. 15**.

Table No. 15

Number of Children with Disabilities Gender-wise studying in different Resource Centres in Chhabra Block during 1999-2000

S. No.	Resource Centre	Boys	Girls	Total
1	R.C -1 Chhabra	69	32	101
2	R.C.- 2 Kotari	23	21	44
3	R.C.- 3 Pali	58	19	77
4	R C.- 4 Ghatakheri	37	18	55
5	R.C.- 5 Bhuakheri	17	11	28
6	R.C.- 6 Nipania	22	15	37
7	R.C.- 7 Bhanwar	8	6	14
8	R.C.- 8 Bhoolon	20	12	32
9	R.C.- 9 Batawadapar	58	41	99
10	R C.- 10 Bapcha	20	17	37
11	R C.- 11 Kadayanohar	28	39	67
12	R.C.- 12 Kolukhera	14	8	22
13	R.C - 13 Chowki	38	17	55
14	R.C.- 14 Pipalia	18	8	26
Total -		430	264	694

***Number of Children with Different Disabilities studying
in different resource centers in Chhabra Block,
Rajasthan during 1999-2000***

As has been mentioned earlier that there are **694** children having different types of disabilities in Chhabra Block. These children are studying in **14** different resource centers located in Chhabra Block.

Table No. 16

**Number of Children with Different Disabilities Identified and Assessed
Disability-wise in different Resource Centres during 1999-2000**

<i>Name of the Resource Centre</i>		<i>VH</i>		<i>S&H</i>		<i>MR</i>		<i>OH</i>		<i>Total</i>		<i>Grand Total</i>
		<i>B</i>	<i>G</i>	<i>B</i>	<i>G</i>	<i>B</i>	<i>G</i>	<i>B</i>	<i>G</i>	<i>B</i>	<i>G</i>	
RC - 1 Chhabra	Id	25	11	10	4	8	3	69	32	112	50	162
	A	12	8	4	1	4	2	49	21	69	32	101
RC - 2 Kotari	Id	3	4	9	7	6	5	16	7	34	23	57
	A	2	4	6	6	5	4	10	7	23	21	44
RC - 3 Pali	Id	8	5	7	6	35	10	24	4	74	25	99
	A	6	5	4	4	27	8	21	2	58	19	77
RC - 4 Ghatakheri	Id	10	6	6	6	12	4	14	6	42	22	64
	A	10	4	5	5	10	3	12	6	37	18	55
RC - 5 Bhuakheri	Id	5	1	2	2	3	1	13	7	23	11	34
	A	1	1	1	2	3	1	12	7	17	11	28
RC - 6 Nipania	Id	6	4	5	4	12	6	7	6	30	20	50
	A	5	3	4	2	10	5	3	5	22	15	37
RC - 7 Bhanwar	Id	2	1	1	2	6	2	3	2	12	7	19
	A	1	1	1	1	4	2	2	2	8	6	14

Name of the Resource Centre		VH		S&H		MR		OH		Total		Grand Total
		B	G	B	G	B	G	B	G	B	G	
RC - 8 Bhoolon	Id	3	3	6	3	1	3	15	6	25	15	40
	A	2	3	2	3	1	3	15	3	20	12	32
RC - 9 Batawadapar	Id	0	0	0	0	0	0	0	0	60	50	110
	A	0	0	0	0	0	0	0	0	58	41	99
RC - 10 Bapcha	Id	0	0	0	0	0	0	0	0	25	20	45
	A	0	0	0	0	0	0	0	0	20	17	37
RC - 11 Kadayanohar	Id	1	13	8	12	5	15	17	6	31	46	77
	A	1	10	6	9	5	14	16	6	28	39	67
RC-12 Kolukhera	Id	3	2	3	1	1	1	10	5	17	9	26
	A	3	1	2	1	1	1	8	5	14	8	22
RC - 13 Chowki	I	6	0	5	2	25	10	13	10	49	22	71
	A	3	0	3	1	21	8	11	8	38	17	55
RC - 14 Pipalia	Id	1	2	3	5	3	5	11	3	18	15	33
	A	1	1	3	1	3	4	11	2	18	8	26
TOTAL	Id	73	52	65	54	117	65	212	94	552	335	887
	A	47	41	41	36	94	55	170	74	430	264	694

If we look at the above Table disability-wise, we find that the maximum number of children are having neuromuscular and orthopaedic handicap. These are 244, out of which 170 are boys and 74 are girls. Next to this is children having mental retardation who are 149 in number, out of which 94 are boys and 55 girls. The children with visual handicap are 88, out of which 47 are boys and 41 girls. 77 children are having speech and hearing impairment, out of which 41 boys and 36 girls. If we further analyze the table Resource Centre-wise we find that the maximum number of children are in Resource Centre 1, Chhabra both identified and assessed who are 162 and 101 respectively. Here, teachers have identified 162 children on the basis of their observations and screening checklists. These were then assessed by multi-disciplinary team and 101 children were found to be

having different types of disabilities. Out of them (101), the maximum number of children were found to be having neuromuscular and orthopaedic handicap, 70 in number, of which 49 are boys and 21 are girls. Next to this is children with visual handicap who are 20 in number, out of which 12 are boys and 8 girls. Then comes Resource Centre No. 9, Batawadapar, which identified 110 children out of whom 99 children assessed by multi-disciplinary team. Resource Centre No. 3, Pali, has 99 children identified and 77 assessed, out of whom the maximum number of children with mental retardation are 35 children, out of whom 27 are boy and 8 are girls. Resource Centre No. 11, Kadayanoahar has 77 children identified by teachers, out of whom 67 were assessed by multi-disciplinary team. These include, in order of hierarchy, 22 orthopaedic handicap children, 19 children with mental retardation, 15 with speech and hearing impairment, and 11 having visual handicap

It is to be highlighted here that Resource Centre No. 9 i.e. Batawadapar and Resource Centre No. 10 i.e. Bapcha have 99 and 37 assessed children respectively, but these two resource centres do not have any resource teacher over there. That is why, disability-wise details of children was not available for these centers. It is due to this reason that the total number of disabled children i.e. 694, which includes 430 boys and 264 girls shown vertically will not tally horizontally where children were shown having different types of disabilities

Number of Children with disabilities Assessed Gender-wise studying in different classes in Chhabra Block, Rajasthan

As has been mentioned above that there are 694 children having different disabilities, they are studying in different classes from Class I to Class XII in 14

different Resource Centres in Chhabra Block. Out of these, class-wise distribution of children was not available at four Resource Centres i.e. Resource Centre No. 6, Nipania, Resource Centre No. 7, Bhanwar, Resource Centre No. 9, Batawadapar, and Resource Centre No. 10, Bapcha. Therefore, the total number of children available class-wise studying in different Resource Centres comes to be **507**, out of which **322** are boys and **185** are girls. The number of boys is more than the number of girls. This can be seen in the following Table No. 17.

Table No. 17

Number of Children with Disabilities Studying in different Classes in Chhabra Block during 1999-2000

CLASSES	BOYS	GIRLS	TOTAL
I	67	43	110
II	59	43	102
III	55	37	92
IV	40	19	59
V	20	10	30
VI	26	19	45
VII	25	4	29
VIII	7	3	10
IX	9	3	12
X	4	3	7
XI	6	1	7
XII	4	0	4
TOTAL-	322	185	507

If we look at the above table we find that the maximum number of children are found to be in Class I, these are **110** in number, **67** boys and **43** girls. Then comes Class II & III i.e. 102 and 92 children respectively. The minimum number of children are found to be in Class XII. These are **4** in number, and all of them are boys.

***Number of Children with Different Disabilities Assessed
Class-wise in Chhabra Block, Rajasthan***

There are 507 children studying from Class I to XII in Chhabra Block in the year 1999-2000 having different types of disabilities, as mentioned above. If we look at children with different disabilities assessed by Multi-disciplinary Team studying in different classes in all the 10 Resource Centres, the picture emerges as follows

Table No. 18
Number of Children with different Disabilities Assessed Class-wise in
Chhabra Block during 1999-2000

Classes	VH		Total	S&H		Total	MR		Total	OH		Total	Total		Grand Total
	B	G		B	G		B	G		B	G		B	G	
I	12	11	23	8	7	15	19	14	33	28	11	39	67	43	110
II	9	9	18	5	7	12	20	15	35	25	12	37	59	43	102
III	6	5	11	7	7	14	19	13	32	23	12	35	55	37	92
IV	3	6	9	6	3	9	14	3	17	17	7	24	40	19	59
V	3	3	6	1	3	4	3	1	4	13	3	16	20	10	30
VI	3	1	4	2	6	8	4	2	6	17	10	27	26	19	45
VII	2	1	3	4	0	4	1	0	1	18	3	21	25	4	29
VIII	0	0	0	2	0	2	0	0	0	5	3	8	7	3	10
IX	0	0	0	1	0	1	0	0	0	8	3	11	9	3	12
X	1	0	1	0	0	0	0	0	0	3	3	6	4	3	7
XI	1	1	2	0	0	0	0	0	0	5	0	5	6	1	7
XII	1	0	1	0	0	0	0	0	0	3	0	3	4	0	4
TOTAL-	41	37	78	36	33	69	80	48	128	165	67	232	322	185	507

Table No. 18 shows, out of **507** children with different disabilities, the maximum number of children **232** are having neuromuscular and orthopaedic problems, **128** having mental retardation, **78** children come under the category of visual handicap, and **69** under speech & hearing impairment. The highest number of children i.e **110** are in Class I, out of which the maximum number of children fall in the category of orthopaedic handicap which are **39** in number. Next comes children with mental retardation who are **33** in number and children with visual handicap are **23** in number. The minimum number of children in Class I belongs to speech and hearing category being **15** in number. In Class II, there are **102** children, out of which the children with orthopaedic handicap are **37** in number. Next comes children with mental retardation being **35** in number and children with visual handicap who are **18**. The minimum number of children are **12** who belong to speech and hearing category. There are **92** children in Class III, out of which **55** are boys and **37** girls. Here again the maximum number of children belongs to orthopaedic category, being **35**. Next comes children with mental retardation who are **32** in number and **14** children belong to speech and hearing category. The minimum number of children being **11** in number belongs to visual handicap category. The minimum number of children is in Class XII which is **4** in number. All the **4** are boys, out of which **3** belong to orthopaedic category and **1** belongs to visual handicap category.

In the following pages let us discuss children with different disabilities assessed by Multi-disciplinary team class-wise in different resource centres.

Resource Centre No. 1, Chhabra

Number of children with different disabilities assessed by Multi-disciplinary Team Class-wise in Resource Centre Chhabra

If we look at Table No. 19, we find that there are **101** children studying in Chhabra Block from Class I to XII, out of which the maximum number of children are orthopaedic handicap. The maximum number of children are studying in Class VI and VII each, who are **15** in number. Class VII has **11** children with orthopaedic problems; out of which **9** are boys and **2** are girls, while there are **10** children in Class VI, **5** each are boys and girls. Next to this are Classes II and III, where **12** children each are there. Class I and IX have **8** children, out of which **5** orthopaedic children are in Class I and **7** in Class IX

Table No. 19

Number of Children with Different Disabilities Assessed by Multi-Disciplinary Team Class-wise in Resource Centre Chhabra during 1999-2000

Classes		VH		S&H		MR		OH		Total		Grand Total
		B	G	B	G	B	G	B	G	B	G	
I	A	1	1	0	0	1	0	2	3	4	4	8
II	A	1	2	0	0	1	1	5	2	7	5	12
III	A	2	1	1	0	0	1	3	4	6	6	12
IV	A	1	0	1	0	1	0	4	1	7	1	8
V	A	0	1	0	0	0	0	3	0	3	1	4
VI	A	2	1	0	1	1	0	5	5	8	7	15
VII	A	2	1	1	0	0	0	9	2	12	3	15
VIII	A	0	0	0	0	0	0	2	1	2	1	3
IX	A	0	0	1	0	0	0	5	2	6	2	8
X	A	1	0	0	0	0	0	3	1	4	1	5
XI	A	1	1	0	0	0	0	5	0	6	1	7
XII	A	1	0	0	0	0	0	3	0	4	0	4
TOTAL-	A	12	8	4	1	4	2	49	21	69	32	101

Resource Centre No. 2, Kotari

In Resource Centre No. 2 i.e. Kotari, the number of children assessed are **44**, out of which **23** are boys and **21** girls. The maximum number of children is there in Class I, III, and IV each, which are **8** in number. Then follows Classes VI where **6** children are there. Here again the maximum number of children i.e. **17** belong to orthopaedic handicap category out of which **10** are boys and **7** are girls. This can be viewed in the Table No. 20 below.

Table No. 20

Number of Children with Different Disabilities Assessed by Multi-Disciplinary Team Class-wise in Resource Centre Kotari during 1999-2000

Classes		VH		S&H		MR		OH		Total		Grand Total
		B	G	B	G	B	G	B	G	B	G	
I	A	0	2	1	0	1	1	2	1	4	4	8
II	A	1	0	1	1	0	1	1	0	3	2	5
III	A	0	0	1	1	2	0	3	1	6	2	8
IV	A	0	1	1	2	2	0	1	1	4	4	8
V	A	1	1	0	1	0	0	0	1	1	3	4
VI	A	0	0	0	1	0	2	1	2	1	5	6
VII	A	0	0	1	0	0	0	1	0	2	0	2
VIII	A	0	0	1	0	0	0	0	0	1	0	1
IX	A	0	0	0	0	0	0	1	0	1	0	1
X	A	0	0	0	0	0	0	0	1	0	1	1
XI	A	0	0	0	0	0	0	0	0	0	0	0
XII	A	0	0	0	0	0	0	0	0	0	0	0
TOTAL -	A	2	4	6	6	5	4	10	7	23	21	44

Resource Centre No. 3, Pali

Table No. 21 shows the children studying in different classes from I to XII in Resource Centre No. 3, Pali. This centre caters to the needs of 77 children, out of which 58 are boys and 19 girls. The maximum number of children, i.e. 34, is there in Class I. This includes 15 children having mental retardation, out of which 10 are boys and 5 girls. 11 boys and 1 girl are having orthopaedic problems. Then comes Class II where there are 19 children, 15 boys and 4 girls. Here again the maximum number of children are children with mental retardation, out of which 7 are boys and 2 girls. Class III has 15 children, out of which 13 are boys and 2 girls. 8 children (boys) and 1 girl fall in the category of mental retardation. This can be seen in the following Table No. 21.

Table No. 21

Number of Children with Different Disabilities Assessed by Multi-Disciplinary Team Class-wise in Resource Centre Pali during 1999-2000

Classes		VH		S&H		MR		OH		Total		Grand Total
		B	G	B	G	B	G	B	G	B	G	
I	A	2	2	2	1	10	5	11	1	25	9	34
II	A	2	1	0	0	7	2	6	1	15	4	19
III	A	2	1	0	0	8	1	3	0	13	2	15
IV	A	0	1	1	0	2	0	1	0	4	1	5
V	A	0	0	1	0	0	0	0	0	1	0	1
VI	A	0	0	0	3	0	0	0	0	0	3	3
VII	A	0	0	0	0	0	0	0	0	0	0	0
VIII	A	0	0	0	0	0	0	0	0	0	0	0
IX	A	0	0	0	0	0	0	0	0	0	0	0
X	A	0	0	0	0	0	0	0	0	0	0	0
XI	A	0	0	0	0	0	0	0	0	0	0	0
XII	A	0	0	0	0	0	0	0	0	0	0	0
TOTAL -	A	6	5	4	4	27	8	21	2	58	19	77

Resource Centre No. 4, Ghatakheri

Resource Centre No. 4, Ghatakheri has **55** assessed children, out of which **37** are boys and **18** girls. Here the maximum number of children is in Class I and II which is **18** each in number. Then comes Class III having **11** children, out of which **8** are boys and **3** girls. The maximum number of children at Ghatakheri is orthopaedic handicap (**18**), followed by visual handicap (**14**), mental retardation (**13**) and speech & hearing impaired (**10**). This can be seen in the following Table No: 22.

Table No. 22

Total Number of Children with Different Disabilities Assessed by Multi-Disciplinary Team Class-wise in Resource Centre Ghatakheri during 1999-2000

Classes		VH		S&H		MR		OH		Total		Grand Total
		B	G	B	G	B	G	B	G	B	G	
I	A	4	2	2	1	3	1	3	2	12	6	18
II	A	3	1	1	2	3	2	3	3	10	8	18
III	A	2	1	2	1	2	0	2	1	8	3	11
IV	A	1	0	0	1	2	0	3	0	6	1	7
V	A	0	0	0	0	0	0	1	0	1	0	1
VI	A	0	0	0	0	0	0	0	0	0	0	0
VII	A	0	0	0	0	0	0	0	0	0	0	0
VIII	A	0	0	0	0	0	0	0	0	0	0	0
IX	A	0	0	0	0	0	0	0	0	0	0	0
X	A	0	0	0	0	0	0	0	0	0	0	0
XI	A	0	0	0	0	0	0	0	0	0	0	0
XII	A	0	0	0	0	0	0	0	0	0	0	0
TOTAL -	A	10	4	5	5	10	3	12	6	37	18	55

Resource Centre No. 5, Bhuakheri

Resource Centre No. 5, Bhuakheri has **28** children assessed by multi-disciplinary team, out of which **17** are boys and **11** are girls. Here again the maximum number of children is orthopaedically handicap, which are **19** in number. They are studying in Classes V and VI, which are **4** & **3** respectively. This is followed by mentally retarded children who are **4** in number. This can be viewed from the following Table No. 23.

Table No. 23

Total Number of Children with Different Disabilities Assessed by Multi-Disciplinary Team Class-wise in Resource Centre Bhawakheri during 1999-2000

Classes		VH		S&H		MR		OH		Total		Grand Total
		B	G	B	G	B	G	B	G	B	G	
I	A	1	1	0	1	1	0	1	0	3	2	5
II	A	0	0	1	1	1	0	1	2	3	3	6
III	A	0	0	0	0	0	0	0	1	0	1	1
IV	A	0	0	0	0	1	0	1	2	2	2	4
V	A	0	0	0	0	0	1	3	1	3	2	5
VI	A	0	0	0	0	0	0	3	0	3	0	3
VII	A	0	0	0	0	0	0	2	1	2	1	3
VIII	A	0	0	0	0	0	0	1	0	1	0	1
IX	A	0	0	0	0	0	0	0	0	0	0	0
X	A	0	0	0	0	0	0	0	0	0	0	0
XI	A	0	0	0	0	0	0	0	0	0	0	0
XII	A	0	0	0	0	0	0	0	0	0	0	0
TOTAL-	A	1	1	1	2	3	1	12	7	17	11	28

Resource Centre No. 8, Bhoolon

As mentioned earlier, class-wise distribution of children was not available at Resource Centre No. 6 & 7 i.e. Nipania and Bhanwar, therefore, comes Resource Centre No. 8, Bhoolon. This centre has 32 children, out of which 20 are boys and 12 are girls. The maximum number of children is studying in Class II and III, which is 9 and 7 respectively. Here again the maximum number of children are orthopaedically handicap, which is 18 followed by visually handicap, 5, speech & hearing impaired, 5, and mentally retarded, 4. The following Table No. 24 depicts the same.

Table No. 24

Total Number of Children with Different Disabilities Assessed by Multi-Disciplinary Team Class-wise in Resource Centre Bhoolon during 1999-2000

Classes		VH		S&H		MR		OH		Total		Grand Total
		B	G	B	G	B	G	B	G	B	G	
I	A	1	0	0	0	0	0	1	2	2	2	4
II	A	1	1	0	1	1	1	3	1	5	4	9
III	A	0	0	1	1	0	2	3	0	4	3	7
IV	A	0	2	0	0	0	0	1	0	1	2	3
V	A	0	0	0	0	0	0	1	0	1	0	1
VI	A	0	0	1	1	0	0	1	0	2	1	3
VII	A	0	0	0	0	0	0	3	0	3	0	3
VIII	A	0	0	0	0	0	0	1	0	1	0	1
IX	A	0	0	0	0	0	0	1	0	1	0	1
X	A	0	0	0	0	0	0	0	0	0	0	0
XI	A	0	0	0	0	0	0	0	0	0	0	0
XII	A	0	0	0	0	0	0	0	0	0	0	0
TOTAL-	A	2	3	2	3	1	3	15	3	20	12	32

Resource Centre No. 11, Kadayanohar

Disability-wise children are not available in Resource Centre No. 9 & 10 i.e. Batawadapar and Bapcha, therefore comes the detailed presentation of Resource Centre No. 11, Kadayanohar. This centre has 67 children, out of which 28 are boys and 39 girls. Here the maximum number of children, i.e. 17 are studying in Class III, out of which 12 are girls and 5 boys. Next to this number is 13, each studying in Class I & II. If we see the distribution of children disability-wise, we find that 22 children with orthopaedic handicap, 19 children with mental retardation and 15 children with speech and hearing impairment are also found to be here in the centre. This can be viewed in the following Table No. 25.

Table No. 25

Number of Children with Different Disabilities Assessed by Multi-Disciplinary Team Class-wise in Resource Centre Kadayanohar during 1999-2000

Classes		VH		S&H		MR		OH		Total		Grand Total
		B	G	B	G	B	G	B	G	B	G	
I	A	0	2	1	3	1	3	3	0	5	8	13
II	A	1	3	1	2	0	4	2	0	4	9	13
III	A	0	2	0	3	2	6	3	1	5	12	17
IV	A	0	2	1	0	1	1	1	1	3	4	7
V	A	0	1	0	1	0	0	0	0	0	2	2
VI	A	0	0	1	0	1	0	2	2	4	2	6
VII	A	0	0	1	0	0	0	3	0	4	0	4
VIII	A	0	0	1	0	0	0	1	0	2	0	2
IX	A	0	0	0	0	0	0	1	1	1	1	2
X	A	0	0	0	0	0	0	0	1	0	1	1
XI	A	0	0	0	0	0	0	0	0	0	0	0
XII	A	0	0	0	0	0	0	0	0	0	0	0
TOTAL-	A	1	10	6	9	5	14	16	6	28	39	67

Resource Centre No. 12, Kolukhera

Resource Centre Kolukhera has 22 children, out of which 14 are boys and 8 are girls. The maximum number of children is in Classes V & VI. This can be viewed from the following Table No. 26. If we look at the table disability-wise we find that maximum number of children are having orthopaedic problems. They are 13 in number.

Table No. 26

Number of Children with Different Disabilities Assessed by Multi-Disciplinary Team Class-wise in Resource Centre Kolukhera during 1999-2000

Classes		VH		S&H		MR		OH		Total		Grand Total
		B	G	B	G	B	G	B	G	B	G	
I	A	0	1	0	0	1	0	0	0	1	1	2
II	A	0	0	0	0	0	0	2	0	2	0	2
III	A	0	0	0	0	0	1	1	0	1	1	2
IV	A	1	0	1	0	0	0	0	1	2	1	3
V	A	1	0	0	1	0	0	2	1	3	2	5
VI	A	1	0	0	0	0	0	3	1	4	1	5
VII	A	0	0	1	0	0	0	0	0	1	0	1
VIII	A	0	0	0	0	0	0	0	2	0	2	2
IX	A	0	0	0	0	0	0	0	0	0	0	0
X	A	0	0	0	0	0	0	0	0	0	0	0
XI	A	0	0	0	0	0	0	0	0	0	0	0
XII	A	0	0	0	0	0	0	0	0	0	0	0
TOTAL-	A	3	1	2	1	1	1	8	5	14	8	22

Resource Centre No. 13, Chowki

Resource Centre Chowki caters to the needs of **55** children, out of which **38** are boys and **17** girls. Here the maximum number of children belongs to the category of mental retardation studying in Classes II, III & IV. Class II has the highest number of children i.e. **14**, out of which the maximum being children with mental retardation having **9** children. Then comes Class III & IV where there are **12** and **11** children respectively.

Table No. 27

Number of Children with Different Disabilities Assessed by Multi-Disciplinary Team Class-wise in Resource Centre Chowki during 1999-2000

Classes		VH		S&H		MR		OH		Total		Grand Total
		B	G	B	G	B	G	B	G	B	G	
I	A	2	0	0	1	0	2	3	2	5	5	10
II	A	0	0	1	0	6	3	2	2	9	5	14
III	A	0	0	1	0	5	1	2	3	8	4	12
IV	A	0	0	1	0	4	2	3	1	8	3	11
V	A	1	0	0	0	3	0	1	0	5	0	5
VI	A	0	0	0	0	2	0	0	0	2	0	2
VII	A	0	0	0	0	1	0	0	0	1	0	1
VIII	A	0	0	0	0	0	0	0	0	0	0	0
IX	A	0	0	0	0	0	0	0	0	0	0	0
X	A	0	0	0	0	0	0	0	0	0	0	0
XI	A	0	0	0	0	0	0	0	0	0	0	0
XII	A	0	0	0	0	0	0	0	0	0	0	0
TOTAL-	A	3	0	3	1	21	8	11	8	38	17	55

Resource Centre No. 14, Pipalia

Resource Centre Pipalia covers 26 children, out of which 18 are boys and 8 girls. If we look at the table disability-wise, we find that 13 children are having orthopaedic problems and 7 children are having mental retardation. Here the maximum number of children is in Classes I & III. This can be viewed from the following Table No. 28.

Table No. 28

Number of Children with Different Disabilities Assessed by Multi-Disciplinary Team Class-wise in Resource Centre Pipalia during 1999-2000

Classes		VH		S&H		MR		OH		Total		Grand Total
		B	G	B	G	B	G	B	G	B	G	
I	A	1	0	2	0	1	2	2	0	6	2	8
II	A	0	1	0	0	1	1	0	1	1	3	4
III	A	0	0	1	1	0	1	3	1	4	3	7
IV	A	0	0	0	0	1	0	2	0	3	0	3
V	A	0	0	0	0	0	0	2	0	2	0	2
VI	A	0	0	0	0	0	0	2	0	2	0	2
VII	A	0	0	0	0	0	0	0	0	0	0	0
VIII	A	0	0	0	0	0	0	0	0	0	0	0
IX	A	0	0	0	0	0	0	0	0	0	0	0
X	A	0	0	0	0	0	0	0	0	0	0	0
XI	A	0	0	0	0	0	0	0	0	0	0	0
XII	A	0	0	0	0	0	0	0	0	0	0	0
TOTAL-	A	1	1	3	1	3	4	11	2	18	8	26

What Instructional Materials have been procured/developed for Children with Special Need

Resource teachers have been trained during the course of their training programme to develop instructional materials for children with special need for their better learning in the classroom. The investigator wanted to know what all Instructional Materials procured or developed for special need children for their better learning in the classroom.

The following tables show that different types of instructional materials have been procured or developed for different types of children with special need. The instructional materials, which are already available in the market or with various National Institutions, like NIMH or NIHH or NIVH etc or with other agencies have been procured. Some of the innovative materials have been developed by teachers, which is found to be very relevant and useful for children with special needs. These materials have been arranged disability-wise in the following tables from Table No. 29 to 33.

Table No. 29
Instructional Materials Procured/Developed for Children with
Visual Handicap

S. No.	Material Procured	Frequency	%	S. No.	Material Developed	Frequency	%
1	Braille Kit	16	30	1	Embossed Charts of different geometrical shapes, alphabets etc.	13	25
2	Braille Slate	4	8	2	Tactile Maps	7	13
3	Braille Books	3	6	3	Tactile Pictures	2	4
4	Brailier	7	13	4	Models of different fruits, vegetables, alphabets etc.	11	21
5	Tailor Frame	4	8	5	Flash Card	3	6
6	Abacus	2	4	6	Large Print Number Chart	1	2
7	Geo-Kit	1	2	7	Low cost Toys	5	9
8	Embossed Maps	1	2	8	Clay Balls	2	4
9	Peg Board	7	13				
10	Magnifying Glass	4	8				
11	Magnifying Lenses	3	6				
12	Snellen Chart	5	9				
13	White Cane	4	8				
14	Tape Recorder	4	8				
15	Cassettes	2	4				
16	Models made of Clay and Woods	4	8				
17	Chart of different animals	4	8				
18	Toys	6	11				
19	Designs of different textures	1	2				
20	Clay	6	11				
21	Hard Board	3	6				
22	Thermoform	1	2				
23	Thread and Beads	1	2				
24	Card Sheet	1	2				

Table No. 30

**Instructional Materials Procured/Developed for Children with
Speech & Hearing Impairment**

S. No.	Material Procured	Frequency	%	S. No.	Material Developed	Frequency	%
1	Speech Trainer	14	26	1	Charts of different fruits, animals, picture, counting etc	14	26
2	Different types of Hearing Aids	4	8	2	Models of different fruits, animals etc.	9	17
3	Sound Box	6	11	3	Cards of different fruits, animals, colours etc.	3	6
4	Assessment Kit	1	2	4	Matching Cards	1	2
5	Wooden and Plastic Toys provided by UNICEF under PIED	5	9	5	Sound Box using sand, stones, irons etc.	3	6
6	Charts of different fruits, animals etc.	3	6	6	Sound producing toys, dolls, toys of elephant, horse, bull-cart made by students following "Learning by doing" method	3	6
7	Maps	1	2	7	Sound making objects	2	4
8	Different Pictures	1	2	8	Sound Balls/Wizzing Balls	1	2
9	Tape Recorder	4	8	9	Different Shapes	1	2
10	Cassettes of different sound	3	6	10	Different Designs	1	2
11	Mirror	2	4				
12	Marbles	2	4				
13	Pearls	2	4				
14	Color	2	4				
15	Clay	2	4				
16	Paper	3	6				
17	Wood	2	4				
18	File Board	1	2				
19	Stone	1	2				

Table No. 31**Instructional Materials Procured/Developed for Children with Mental Retardation**

S. No.	Material Procured	Frequency	%	S. No.	Material Developed	Frequency	%
1	Different Tests like Mental Ability Tests, Intelligence Tests, VSMS, etc.	4	8	1	Chart of different fruits, animals, colours, pictures, sentences, mathematical symbols, daily living skills, counting etc.	24	45
2	Different Games like, Basic Colour Game, Duck Family Game, Counting Game, Coordinating Game, etc	12	23	2	Models of different fruits, vegetables, animals, birds, etc.	15	28
3	Size and Shape Tray	4	8	3	Real Objects	1	2
4	Wooden Puzzles	1	2	4	Cards	3	6
5	Chart of different fruits, animals, colours, counting etc.	8	15	5	Modified Flash Card	1	2
6	Models	2	4	6	Low cost Toys	5	9
7	Flash Cards	2	4	7	Garland made of beads (for counting)	1	2
8	Cards	2	4	8	Marble Blocks	2	4
9	Human Body in different Blocks	1	2	9	Clay Balls	1	2
10	Teaching Materials	3	6				
11	Toys	14	26				
12	Cassettes	3	6				
13	Coins	1	2				
14	Button	2	4				
15	Clay	6	11				
16	Wooden Block Designs	2	4				
17	Thread	2	4				
18	Paper	1	2				

Table No. 32

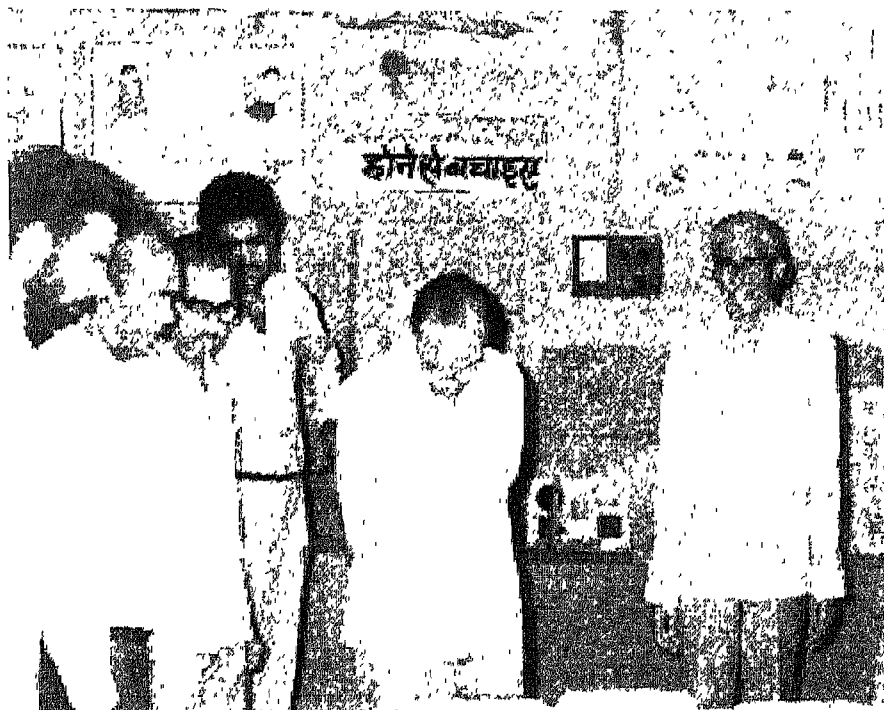
**Instructional Materials Procured/Developed for Children with
Orthopaedic Handicap**

S. No.	Material Procured	Frequency	%	S. No.	Material Developed	Frequency	%
1	Functional Assisstive Devices	3	6	1	Modified Shoes	2	4
2	Crutches	4	8	2	Polebar for Exercise	2	4
3	Wheelchairs	2	4	3	Wooden balance for practicing, walking and gripping	1	2
4	Parallel Bars	2	4	4	Charts of different pictures, animals, birds, colours, mathematical symbols, geometric shapes, sentences, counting etc.	23	43
5	Modified Holder	1	2	5	Models of different animals, cars, geometric shapes etc.	10	19
6	Head Pointer	1	2	6	Low cost Teaching-Learning Materials	4	8
7	Teaching-Learning Materials received from PIED	4	8	7	Maps	3	6
8	Charts of different animals, colours, alphabets, words etc.	9	17	8	Globe	1	2
9	Models	4	8	9	Low cost Toys	5	9
10	Toys	20	38	10	Clay Balls	3	6
11	Puzzles	1	2				
12	Wooden Blocks	5	9				
13	Clay	3	6				
14	Colours	3	6				
15	Cloth	2	4				
16	Cotton	2	4				

Table No. 33
Instructional Materials Procured/Developed for Children with
Learning Disabilities

S. No.	Material Procured	Frequency	%	S. No.	Material Developed	Frequency	%
1	Chart of different letters, reverse letters, sentences, diagrams, counting etc.	11	21	1	Charts of different numbers, letters, cuttings, sentences etc	4	8
2	Teaching-Learning Materials	2	4	2	Cutting of different letters and numbers	4	8
3	Cutting of Letters	3	6	3	Missing Cards	2	4
4	Real Objects	4	8	4	Marbles	1	2
5	Wooden and Plastic Toys	5	9	5	Clay Balls	1	2
6	Tape Recorder	6	11				
7	Thread & Beads	7	13				
8	Buttons	8	15				

Some of the low cost materials developed by resource teacher may be viewed in the following photograph



Teachers found instructional material useful even for other children

All the 53 teachers, general as well as resource teachers, included in the study found the instructional materials provided to them very useful not only for the special need children but for the other children too. The teachers from the Chhabra Block reported that they have procured and developed a lot of instructional materials for children with different disabilities. With the help of these materials the children with disabilities are learning better. The instructional materials are helping them to learn different skills in a better way. They further reported that these materials are found equally useful for the non-disabled children also. The non-disabled children have also shown interest in learning through these materials. This has been agreed upon by 98% of teachers. This may be seen from Table No. 34 below.

Table No. 34

Instructional Materials useful even for other Non-disabled Children

S.No.	Responses by Teachers	Instructional materials useful for Non-disabled Children		Total
		Yes	No	
1	Resource Teachers - 10	10	-	10
2	General Teachers - 43	42	1	43
Total	53	52	1	53

Improvement in attendance of Children with Disabilities in Schools

43 general teachers and 10 resource teachers were interviewed to know the impact of IEDC on the education of children with special needs. It was found that almost all the teachers (98 %) reported integrated education has helped the children with special needs by encouraging them to attend the regular schools. It shows that it has contributed to improve the attendance of children with disabilities. It can be viewed in the following Table No. 35.

Table No. 35

Improvement in attendance of Children with Special Needs with the Introduction of IEDC

S.No.	Responses by Teachers	Improvement in Attendance		Total
		Yes	No	
1	Resource Teachers – 10	10	-	10
2	General Teachers – 43	42	1	43
Total	53	52	1	53

Not only this, it was also reported that it has contributed for improving the attendance of non-disabled children also due to the feeling of competition. The other children felt that if children with disabilities can go to the schools regularly why can't they, the able bodied? With this spirit, the attendance of both the children, children with disabilities as well as children with non-disabilities, was improved. The credit goes to the introduction of IEDC Scheme.

Progress of Children with Special Needs with the Introduction of IEDC

Teachers were asked that do they think that due to the introduction of IEDC programme, the children with special needs are able to progress? 98 % of the teachers replied positively for this item.

Table No. 36

Progress of children with disabilities due to the introduction of IEDC

S.No.	Teachers	Children are able to Progress		Total
		Yes	No	
1	Resource Teachers - 10	10	-	10
2	General Teachers - 43	42	1	43
Total	53	52	1	53

Out of 53 teachers, 1 teacher did not agree with the statement. It may be seen in the Table No. 36. The teachers were of the opinion that since a lot of teaching learning materials were provided under the scheme, also there was a provision of a resource teacher for remedial teaching of special need children, and a lot of awareness generation programmes were conducted for teachers, parents and community under PIED, adjustments and adaptations were made in curriculum methods and materials by resource teachers, the progress in learning of these children was but obvious. During the course of discussion, an observation was made by the teachers that the provision of resource materials contributed to the learning of the non-disabled children as well.

Participation in Curricular and Co-curricular Activities with the Introduction of IEDC

Teachers were asked as to whether with the introduction of IEDC Scheme children are participating in curricular and co-curricular activities, while 95 % of the general teachers reported positive about it, all the resource teachers (100 %) reported that since the inception of IEDC Scheme in Chabra Block, children with disabilities are actively participating in curricular and co-curricular activities. This may be seen from Table No. 37.

Table No. 37

Participation in Curricular and Co-curricular Activities by Children with Special Needs

S.No.	Teachers	Curricular Activities		Co-Curricular Activities		Total
		Yes	No	Yes	No	
1	Resource Teachers – 10	10	-	10	-	10
2	General Teachers – 43	41 (95%)	2	41 (95%)	2	43
Total	53	51	2	51	2	53

The resource teachers are there to provide them support and motivation to participate more and more in these activities. It is believed that this will enhance their self-concept and accordingly their performance in academic achievements. This has happened because of the introduction of IEDC Scheme.

Borrowing of Teaching Aids from Resource Centre to use in the Classroom

Table No. 38

Borrowing Teaching Aids from Resource Centre

S.No.	Teachers	Borrow Teaching Aids		Total
		Yes	No	
1	Resource Teachers - 10	10	-	10
2	General Teachers - 43	41	2	43
Total	53	51	2	53

Teachers were asked whether they borrow teaching aids from resource centre to use in the classroom, 96 % of the teachers reported that they borrow teaching aids from the resource centre to use them with children in the class. This may be seen from the Table No. 38. Resource centers are fully equipped with resource materials, including teaching aids to be used with children with different disabilities. These materials are equally useful for non-disabled children as well. The general teachers borrow the teaching aids from the nearby resource centre to be used in the classrooms.

Development of Positive Attitude among Teachers towards Children with Disabilities with the Introduction of IEDC Scheme

Teachers were asked whether integrated education has helped general teachers in developing positive attitude towards children with special need, 100 % of teachers, general as well as resource, were of the opinion that the introduction of IEDC has

helped general teachers in developing positive attitude towards children with different disabilities. This may be seen from the following Table No. 39.

Table No. 39
Development of Positive Attitude towards Children with
Different Disabilities

S.No.	Teachers	Development of Positive Attitude		Total
		Yes	No	
1	Resource Teachers – 10	10	-	10
2	General Teachers – 43	43	-	43
Total	53	53	-	53

A number of orientation programmes were conducted for creating awareness about IEDC for general teachers in the selected areas. This has sensitized the general teachers about the special needs of these children and developed a positive attitude among teachers about children with special needs. Therefore, all the teachers developed positive attitude towards children with disabilities.

Development of Positive Attitude among Non-Disabled Children

On asking the teachers whether Integrated Education has helped other children in developing positive attitude towards children with special needs, 98 % teachers were of the opinion that it has helped in developing a positive attitude among other children about children with disabilities. It may be seen from the following Table No. 40.

Table No. 40**Development of Positive Attitude among Non-Disabled Children**

S.No.	Teachers	Development of Positive Attitude among Non-Disabled Children		Total
		Yes	No	
1	Resource Teachers - 10	10	-	10
2	General Teachers - 43	42	1	43
Total	53	52	1	53

As indicated earlier that the introduction of IEDC Scheme has brought with it a number of sensitization programmes for different target groups for school readiness. Under this, non-disabled children were sensitized for the special needs of children with different disabilities. The children with disabilities were introduced to the non-disabled children by the resource teachers by highlighting their strengths and positive points. This has helped changing attitude of non-disabled children for children with special needs.

Improvement in Personal, Social and Academic Skills

One of the objectives of IEDC was to improve not only academic skills but also personal and social skills in children with different disabilities. It is believed that the introduction of IEDC has helped children with different disabilities to improve their personal/social skills in addition to academic skills. The basis to believe this is that the provision of resource teachers is there for 8 to 10 children in a school. One of the duties of resource teachers is to develop personal and social skills in the children with different disabilities along with academic skills. The table below

shows that 100 % of the teachers were of the opinion that integrated education has helped children with special needs to improve not only their academic skills but also their personal/social skills. This may be seen from the following Table No. 41.

Table No. 41
Improvement in Personal, Social and Academic Skills

S.No.	Teachers	Helped Children to Improve their						Total
		Academic Skills		Personal Skills		Social Skills		
		Yes	No	Yes	No	Yes	No	
1	Resource Teachers – 10	10	-	10	-	10	-	10
2	General Teachers - 43	43	-	43	-	43	-	43
Total	53	53	-	53	-	53	-	53

Presence of Children with Special Needs made the General Teacher a better teacher

Learning of children with special needs takes place better with the use of teaching-learning materials, and teaching aids appropriate to their needs. Even otherwise, children learn better with concrete presentation and demonstration, if there is active participation and involvement of the learner, and if proper support is provided. In integrated set-up all these points are taken care of by the teacher, as

the teachers are oriented to the special needs of children. Above all, the presence of a resource teacher has made it a reality in an integrated class.

As a result, the general teachers' competencies have been enhanced and their horizon is widened by all that and they feel themselves to be a better teacher. It looks like as if the presence of children with special need in the classroom has made them better teachers. All the 53 teachers (100 %) were of the opinion that the presence of the children with disability has made them a better teacher. This can be viewed in the following Table No. 42.

Table No. 42

Presence of Children with Special Needs made the General Teacher a better Teacher

S.No.	Teachers	Special Children have made a Teacher a better Teacher		Total
		Yes	No	
1	Resource Teachers - 10	10	-	10
2	General Teachers - 43	43	-	43
Total	53	53	-	53

Improved Self-esteem of Children with Special Need

"Giving success experiences to the Child" was another objective of integrated education so that he can develop an improved self-esteem. The teachers were trained to practice this principle in the classroom. As a result the children with special needs have developed a better self-esteem about themselves. 98 % of the teachers were of the opinion that integrated education has contributed towards the

development of “improved self-esteem” of children with special need. This may be viewed from the following Table No. 43.

Table No. 43
Improved Self-esteem of Children with Special Need

S.No.	Teachers	Improved Self-esteem of Children		Total
		Yes	No	
1	Resource Teachers - 10	10	-	10
2	General Teachers - 43	42	1	43
Total	53	52	1	53

Reduced the dropout rate of Children with Special Need and other Children

Introduction of IEDC has changed the total climate of schools. Schools have become better places not only for children with special need but also for other non-disabled children. It has made the classrooms more interesting because of the availability of a lot of teaching learning materials in the classrooms, teaching aids, colourful games, different types of toys and eye catching posters and charts etc., which were proved a good source of attraction for children. It improved the attendance of children to classroom not only for children with disabilities but for other children also. This in turn reduced the dropout rate of children. Another reason for this wonderful achievement was involvement of parents and members of the community in the project.

A number of parent partnership and community collaboration programmes were conducted as a part of IEDC project activities. Parents became conscious about the education of their children. They understood that their children with disabilities could also study like other non-disabled children. They started sending their kids to the schools regularly. Not only attending the schools regularly, with the support of resource teachers and resource materials, the children started improving in their academic as well as non-academic skills. This raised an alarm for the rest of the parents and children. They realized that when a child with disability can become a regular student and can make a mark in achievement, why not a child without having disability. They became doubly conscious about the attendance and progress of their children's performance. This is how integrated education has reduced the dropout rate of not only of children with disability, but also of other children not having any disability. 98 % of the teachers agree with this statement. This may be viewed in the following Table No. 44.

Table No. 44

Reduced dropout rate of Children with Special Needs & other Children

S.No.	Teachers	Reduced dropout rate of Children with Special Needs & other Children		Total
		Yes	No	
1	Resource Teachers - 10	10	-	10
2	General Teachers - 43	42	1	43
Total	53	52	1	53

Achieving the Targets of Education For All

Towards the end of the questionnaire the teachers were asked whether Integrated Education has helped in achieving the targets of ***Education For All***, 100 % of the teachers agreed with the statement. They were of the opinion that if the major chunk of population of children with different disabilities are enrolled in general schools, naturally it will be a big step forward towards the national goal of Education For All. Education of children with disabilities is a big bolder in achieving the targets and if this hindrance is removed, a major job is done. The views of the teachers are reflected in the following Table No. 45.

Table No. 45
Achieving the Targets of Education For All

S.No.	Teachers	Achieving the Targets of Education For All		Total
		Yes	No	
1	Resource Teachers - 10	10	-	10
2	General Teachers - 43	43	-	43
Total	53	53	-	53

The Table No. 45 above indicates that all the teachers reacted positively for this question and there is not a single teacher who had a negative opinion for the question or who did not agree to it.

What Suggestions do you have for the successful implementation of IEDC scheme?

This is one of the most important parts of the research study whereby we wanted the suggestions for the improvement of the scheme of IEDC from those who are in the field, from those who are implementing the scheme at the grass root level and from those who have the real feedback of how integrated education is going on in the real sense of the word. The following suggestions emerged:

1. Teacher preparation

On asking what suggestions do you have for the successful implementation of IEDC scheme, **68%** of the teachers suggested that more and more general teachers should be trained/ oriented/ reoriented in the area of Integrated Education. Teacher Training is the heart and soul for its successful implementation. Till teachers are trained as to how to address the individual need of children in the classroom, integrated education will be an illusive dream.

2. All Schools be open for Special Need Children

66% of the teachers were of the opinion that there should not be selected specific schools to integrate the children with disabilities, but all the schools in general education system should be IEDC schools. Provision for teaching-learning materials should be made available in the schools depending upon the type of children with disabilities studying in the school. That means the teaching-learning materials in the school be available as per the needs of the children in that particular school.

3. **Grant in aid should be increased**

64% of the teachers were of the opinion that the grant in aid should be increased for special need children. For example, Rs.400/- allotted for books is not sufficient for the child to purchase books for the whole academic year. Similarly Rs.200/- for the purchase of uniform is insufficient. Times have gone very costly. To keep pace with the time we need to increase the amount kept for different kind of facilities allotted to children in the scheme. It should certainly be increased.

4. **Traveling Allowances for Resource Teachers**

42% of the teachers suggested that there should be provision for T.A. for resource teachers, so that they can meet the parents and the members of the community frequently to improve the performance of special needs children.

5. **Transfer of Resource Teachers be banned**

Again the same percentage of the teachers (42%) was of the opinion that transfer of resource teachers should be banned. They suggested that resource teachers should get promotion at the same place. If transfer is a must with promotion, he should be transferred to a school where children with disabilities are there and he should continue to get the additional salary to continue to work in the area. It has been observed that where resource teachers get the promotion from 3rd Grade to 2nd Grade, they are supposed to join some other school. At that time they do not carry the responsibilities of a resource teacher with them. So they do not get

additional salary of a resource teacher in the revised scale. Since it is so, they stop working for the children with special needs. Apart from this, they do not get free time to work with special needs children even if they want to serve them, as their workload is increased when they get the promotion and go to senior level. To solve this problem, the teachers suggested that at the first place the teacher should not be transferred to other school on promotion. If at all, it is a must, another trained teacher should be placed at his position. And there should be provision for promoted resource teachers to get additional salary and free time in the newly joined school so that he can utilize his experiences in the new school and continue to work with the disabled children.

6. **Continuing Education**

36% of the teachers suggested that there should be continuous refresher courses organized for teachers so that they can take care of children with special needs more effectively. This is a newly developing area. A lot of work is being done in the area. Therefore, it becomes necessary that teachers get continuous refresher courses to keep themselves abreast with the latest trends and developments in the area.

7. **Participation of Children with disabilities in extra curricular activities**

32% of the teachers pleaded that children with special needs should be integrated to participate in extra-curricular activities like going for games, study tours, organizing Bal Melas etc. It will help their social integration.

8. **Preparatory Classes For Children With Special Needs**

25% of the teachers suggested that there should be provision for special classes for the preparation of special need children for integration. They were of the opinion that severely handicapped children cannot be included in IEDC except the children with visual impairment. . Rest of the children with severe problems should either attend special schools or preparatory classes to cope-up with general education curriculum.

9. **Actual Cost on Books and Uniform be reimbursed**

24% of the teachers suggested that whatever facilities we are providing under IEDC scheme, whether these are in the form of books or uniform or equipments, it should be based on the actual expenditure so that there should not be any extra burden on parents or the guardians for the education of these children.

10. **Appointment of a Resource Teacher in Regular School**

23% of the teachers suggested that schools having handicapped children should have a resource teacher. Without the support of special teacher or resource teacher it is not possible to cover the syllabus or to make the children learn different skills.

11. **Resource centres should be properly equipped with materials and manpower**

Teachers also suggested that the resource centers established for the education of children with special needs should be properly equipped for their education and development. Some of the teachers suggested that resource teacher has to perform the number of tasks with children with special needs. Resource teacher will give very little time to the children with disabilities if more number of children with disabilities are associated with the resource center. Therefore, there should be 2 resource teachers in 1 resource center or more resource centers should be established to meet the educational needs of these children. Similar suggestion was given in other words that number of schools enrolled in 1 resource center should be less because 1 resource teacher cannot justify his job if he is attached to a more number of schools. The number of resource teachers should be in accordance with the number of children with disabilities. One resource teacher should take up the responsibility of only 2-3 schools located nearby. We can appreciate here that the same suggestion is coming in focus by different teachers differently. 21% of the teachers also suggested that the resource teacher has to perform a lot of tasks and he has to travel a lot, therefore he should get some special allowances to meet out these expenses or he should get more salary for the job he is doing.

12. **Parent partnership be developed**

20% of the teachers suggested that parent partnership or parent collaboration should be one of the important components of the scheme. Without meeting the parents or without establishing parent partnership we

cannot achieve the education of special needs children, because teachers alone cannot do anything for these children.

13. **Integrated Education as a Compulsory Subject for Elementary/ Secondary Teacher Training Programmes**

The same number of the teachers (20%) suggested that integrated education as a subject should be made compulsory for Teacher Training Programmes both at the elementary as well as secondary level programmes. It has been suggested so because if the teachers trained at both levels, elementary and secondary, have inputs on the education of special need children i.e. how to teach these children, how to address their needs in the general classroom situation, it will be easier for the teacher to take care of these children in the general classroom situation.

14. **Teacher-Pupil ratio be minimize**

Again, the same number of teachers (20%) suggested that the teacher-pupil ratio of 1:8 or 1:10 is quite high in case of children with Mental Retardation or children with Speech and Hearing Impairment. They need more time, efforts and practice in learning skills as compared to children with other disabilities. Therefore, in case of children with mental retardation or hearing impairment it was suggested to reduce the ratio of 1:8 or 1:10 to 1:5 or 1:4.

15. **Actual cost for the Establishment of Resource Room**

The construction of a resource room is one of the very important rather essential components for the successful implementation of IEDC scheme.

As per today, there is a provision for Rs.40,000/- for the construction of resource room which is quite less an amount. In that case, the resource rooms are not constructed or wherever these have been constructed the teachers, parents and the school authorities have to do a lot of efforts to raise funds and to collect funds from different sources. Under the circumstances 16% of the teachers suggested that the funds at actual cost of construction should be allotted for the purpose.

16. **Separate funds for Maintaining and Evaluation**

12% of the teachers suggested that monitoring and evaluation is an important component for the successful implementation of the scheme. The teachers suggested that separate funds be allotted under this head, so that constant monitoring and evaluation may be conducted.

17. **Other Suggestions**

The other suggestions for the improvement of IEDC scheme are:

- Assistance for the children with special needs should be given in the form of kind and not in cash.
- There should be provision for maintenance of aids and equipments,
- The resource teacher should have some contingent amount so that he can arrange aids and equipments, purchase battery cells and arrange some cassettes for children with special needs,
- The children should be given teaching-learning material to carry with them at home so that they can practice these skills at home with the support of the parents or siblings,
- The duration of the training should be more.

- There should be provision for a senior teacher at the Block level for teaching higher/senior secondary students with disabilities
- The teacher who is to teach at senior level should at least be graduate
- There should be provision for training of community members As a matter affect a number a number of community awareness programmes were organized by the project team at Chhabra block This may be viewed in the following photograph

4

विक लांग प्रकीर्त शिक्षा परियोजना
चबड़ा जिला बरौली राजस्थान
सामुदायिक स्वचेतना कार्यक्रम



- Each DIET, should have a Special Education Unit having a provision for at least 2 Lecturers to train the rest of the teachers at the district level & thereby implement the scheme of IEDC successfully.
- One resource teacher should take the responsibility of only 3 or 4 schools to get the better results

- The distance between the school and the resource centre should be shorter, in other words, the resource centre should be nearer to the school.
- Motor cycle/cycle should be available for the resource teacher. It will save his time and make him more mobile.
- IEDC should run on the lines of PIED.

Table No. 46

What Suggestions do you have for the Successful Implementation of IEDC Scheme?

S. No.	SUGGESTIONS	FREQUENCY	%
1	More & more general teachers should be trained/ oriented/ reoriented from time to time.	36	68
2	Provision for T.A. for resource teachers be made so that they can meet the parents and members of the community frequently to improve the performance of special need children.	21	40
3	Transfer of resource teachers should be banned. Resource teacher should get promotion at the same place or he should be transferred to schools where children with disabilities are there and he should continue to get the additional salary to continue to work in the area	21	40
4	The schools having children with disabilities should have a resource teacher.	12	23
5	The teacher of the children with disabilities should be trained.	4	8
6	If the resource teacher is transferred, his position should be filled-up by another trained teacher.	1	2
7	The duration of the training should be more.	4	8
8	We want more trained teachers to teach special need children.	2	4
9	Resource Teacher should not be transfer from one school to another	21	40
10	There should be provision of a senior teacher at the Block Level for teaching higher/senior secondary students with disabilities.	1	2

IEDC Rajasthan: Teacher's Report (At Block Level)

S. No.	SUGGESTIONS	FREQUENCY	%
11	At least graduate teacher should teach the disabled students at the secondary level.	1	2
12	C.T., B.Ed. and M.Ed. courses should have special education as a part of the syllabus.	8	15
13	Each DIET should have special Education Unit having provision for at least 2 Lecturers.	2	4
14	There should be provision for the Community Training.	1	2
15	The resource room should be properly equipped	7	13
16	The aids should be granted according to the progress of the child.	1	2
17	Resource teacher has to perform a number of tasks; so one resource teacher can give little time to the children. Thus, there should be at least 2 resource teachers in one resource center or there should be more and more resource centers in the Block.	5	9
18	The number of schools enrolled in one resource center should be less (because one resource teacher cannot justify his/her job if he is attached to a number of schools).	4	8
19	The number of resource teachers should be in accordance with the number of children.	2	4
20	One resource teacher should take the responsibility of 3-4 schools	1	2
21	All the teachers should have proper teaching-learning materials for these children.	3	6
22	There should be provision for the maintenance of aids and equipments.	1	2
23	The resource teacher should have some contingent amount, so that he can maintain aids and equipments, purchase battery cells and arrange recording of cassettes.	2	4
24	The students should be given teaching-learning materials to carry with them at home so that they can use them at home.	1	2
25	The materials are not available thus; the progress of the child is slow.	1	2
26	Special budget should be allotted for the resource room.	1	2
27	Conveyance allowance and other allowances should be increased according to the price rise.	5	9
28	The resource teacher has to perform a lot of tasks. Thus, he should get more salary. It will develop their interest and they will get moral support to work in this field.	20	38

IEDC Rajasthan: Teacher's Report (At Block Level)

S. No.	SUGGESTIONS	FREQUENCY	%
29	IEDC children should get more financial assistance, because the cost of living is going to be increased day-by-day.	34	64
30	The assistance for the children with special needs should be given in the form of teaching-learning materials, books, stationery etc., instead of giving in cash.	5	9
31	The children with disabilities should get the assistance in the beginning of the session.	2	4
32	Severely handicapped children should not be included in the IEDC (except blind). They should go to the special schools. Only mild and moderately handicapped children may be included in the IEDC Scheme.	13	25
33	The disabled children who are studying in the secondary schools should be sent to the special schools.	1	2
34	Parents' training/ counselling should be highlighted/ given more importance.	7	13
35	Parents' counselling and teachers' training should be in time.	1	2
36	Parents should be involved.	1	2
37	Parents-teachers-resource teachers meeting should be held every month in all institutions.	4	8
38	The parents should be familiar with the maintenance of different aids and equipments, prevention of disabilities and they should be given more stress on practicing of different skills.	1	2
39	The children with disabilities should get the hostel facility.	4	8
40	The distance between the school and the resource center should be shorter/less.	2	4
41	T.V. should be available for the children with special needs.	1	2
42	Motorcycle should be available for the resource teacher. It will save his time and make him more mobile.	1	2
43	IEDC should run on the lines of PIED.	1	2
44	IEDC should be more sensitive and transparent.	1	2
45	Similar scheme should be adopted for other children also.	1	2
46	Management of disability should be as per the need of the disabled children.	1	2
47	The teacher should motivate the children to attend the school regularly.	1	2

S. No.	SUGGESTIONS	FREQUENCY	%
48	Some books should be given to the disabled children for their guidance to remove inferiority complex and the teacher should discuss the techniques and methods which will help the child to remove inferiority complex and lead a happy life.	1	2
49	Competitive events should be organized among the children with special needs to eliminate their inferiority complex and to enhance/increase their confidence.	1	2
50	There should be the provision for fair at least once a year.	1	2
51	Children with disabilities should have medical check-up at least once a year.	1	2
52	Assessment experts should be called time to time for the assessment of their needs.	1	2
53	The Resource Teacher should arrange a camp for all the children at the block level. This camp will help in evaluation. On the basis of this evaluation, the Resource Teacher will plan for them.	1	2
54	Students should have evaluation at least twice a year.	1	2
55	Special need children who are studying in the secondary schools should send to the Special schools.	1	2
56	Continuous refresher courses should be organized for resource/oriented teachers.	19	36
57	All schools should be open to integrate the special needs children. Provision for teaching-learning materials be made depending upon the need assessment of children with special needs.	35	66
58	Provision be made for participation of children with special needs in different co-curricular activities like organizing games, study tours, Bal Melas etc. for their social integration.	17	32
59	Provision of facilities in the form of books and equipments should be based on actual expenditure.	13	24
60	Provision of parent partnership/collaboration should be made in the scheme.	11	20
61	Integrated education as a subject should be made compulsory both at the elementary as well as secondary level Teacher Training Programmes.	11	20
62	The teacher-pupil ratio of 1:8 or 1:10 may strictly be followed. In case of MR children and severe Speech & Hearing Impaired children it should be reduced to 1:5 or 1:4.	17	20

S. No.	SUGGESTIONS	FREQUENCY	%
63	Provision for construction of resource room may be provided to schools where there is no separate room available for getting the resource material. It should be based upon actual cost of construction.	9	16
64	Supervision should be done by competent authority to supervise the IEDC running schools, teachers, resource teachers, resource centres. Funds should be allotted for supervision and evaluation under IEDC scheme itself.	6	12

ANNEXURE

Annexure to the Report of the Commission on the Status of Women in India

QUESTIONNAIRE FOR TEACHERS TO STUDY THE IMPACT OF INTEGRATED EDUCATION FOR DISABLED CHILDREN (IEDC)

Janak Verma
Debendra Nath Dash



DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

QUESTIONNAIRE FOR TEACHERS TO STUDY THE IMPACT OF INTEGRATED EDUCATION FOR DISABLED CHILDREN (IEDC)

1 State/UT _____

2. District _____

3 Block/Tehsil _____

4. City/Village/Town _____

Name of the School _____

Postal Address _____

Name and Designation of the Teacher

Qualification

(Write the highest qualification, give No. in the box)

(a) Academic:

- 10 +2 or equivalent (1)
- graduate or equivalent (2)
- Post graduate (3)
- M Phil. (4)
- Ph.D (5)
- Any other (6)

(b) Professional:

- C.T./LT/BT/B.Ed or equivalent (1)
- M.Ed (2)

(c) Professional qualification in Special Education:

(i) Diploma in Special Edu

- | | |
|----------|-----|
| VH | (1) |
| S&HI | (2) |
| MR | (3) |
| OH | (4) |
| LD | (5) |
| Multiple | (6) |

(ii) B.Ed. in Special Edu. (1)

M.Ed. in Special Edu (2)

(d) Professional Training in Special Education

- | | |
|------------------------------------|-----|
| 1 week training | (1) |
| 2 weeks training | (2) |
| 6 weeks training | (3) |
| 3 months training | (4) |
| 6 months training | (5) |
| 1 year multi-category training | (6) |
| 1 year single disability training | (7) |
| Degree course in single Disability | (8) |
| <i>(please specify)</i> | |

(e) Working as a:

- | | |
|--------------------------------------|-----|
| Headmaster/Headmistress | (1) |
| General Teacher | (2) |
| Resource Teacher (Multicategory) | (3) |
| Resource Teacher (Single Disability) | (4) |

1 Area in which School is located:

Rural (1)

☐

Urban (2)

2. Management of School

Government (1)

Local Body (2)

Private aided (3)

☐

Private unaided (4)

3. If Government, the school is managed by

State Government (1)

☐

Central Government (2)

4 Type of school

Boys (1)

Girls (2)

Co-educational (3)

☐

5. Classes Taught:

From class _____ to class _____

6. Medium of Instruction _____

7. Are you familiar with the concept of
Integrated Education for Disabled Children?

Yes (1)

No (2)

☐

8 No. of Integrated School in village/city/town _____

9 No. of special School in your village/city/town _____

10. Since when are you working in this school _____

11 Since when IEDC Scheme was implemented in your School _____

12. No. of Trained Teachers in special education in your school

Name of Teacher	Type of Training	Duration of Training	Place of Training


- | | | | | |
|-----|--|---------|--------|----------------------|
| 13. | As a resource teacher, are you getting additional salary? | Yes (1) | No (2) | <input type="text"/> |
| 14. | Is the additional salary received in time? | Yes (1) | No (2) | <input type="text"/> |
| 15. | What is the pupil teacher ratio for children with special needs in your school ? _____ | | | <input type="text"/> |
| 16. | Does your school have a resource centre ? | Yes (1) | No (2) | <input type="text"/> |
| 17. | Who is looking after the resource centre? _____ | | | <input type="text"/> |
| 18. | How many schools are covered by this resource centre ? _____ | | | <input type="text"/> |

3

Total

15

2025/03/24



21 Give suggestions for the improvement of resource centre

22. In the absence of resource centre how do you manage the children with special needs?

23 Enlist the number of non-disabled children in your school in the block years mentioned in table?

Years	No. of Non-disabled Children		
	Boys	Girls	Total
1975-79			
1980-84			
1985-89			
1990-94			
1995-99			
Total			

24 Enlist the total number of disabled children identified and assessed in your school since IEDC scheme is implementing (Please ensure children identified in the previous years should not be added in the next year)

[illegible]

25 Enlist the children with special need identified in your school during the academic year 1998-99

[illegible]

26 Enlist children with special need **assessed** in your school during the academic year 1998-99.

[illegible]

27 Enlist the total number of **out-of-school** children with special need identified and assessed by your school since IEDC scheme is implementing (*Please ensure children identified in the previous years should not be added in the next year*)

[illegible]

28 Enlist the **out-of-school** children with special need **identified** in your school during the academic year
1998-99

[illegible]

•

[illegible]

30 Enlist the total number of disabled children sent for **integration directly** in your school during the period 1994-99 (*Please ensure children sent for integration directly in your school in the previous years should not be added in the next year*)

[illegible]

31 Enlist the total number of disabled children referred to the resource teacher for preparation for integration directly in your school during the period 1994-99 (*Please ensure children referred to resource teachers in the previous years should not be added in the next year*)

[illegible]

32 Enlist the number of children prepared in different skills.

[illegible]

33. What instructional materials have been procured/developed for children with special need?

Children with special need	Material procured	Material developed
VH		
S&HI		
MR		
OH		
LD		
MH		

34. Do you think that these instructional materials are useful even for the other children?

Yes (1)

No (2)

35. Do you think that integrated education has helped the children with special need to attend regular school?

Yes (1)

No (2)

36. Do you think that integrated education has improved the attendance of the children with special need in the school?

Yes (1)

No (2)

37. Do you think that due to the introduction of integrated education programme the children with special need are able to progress?

Yes (1)

No (2)

- | | | | | |
|-----|--|---------|--------|----------------------|
| 38. | Whether integrated education has helped the children with special need to participate in different curricular activities of the school ? | Yes (1) | No (2) | <input type="text"/> |
| 39 | Whether integrated education has helped the children with special need to participate in co-curricular activities as per their capabilities? | Yes (1) | No (2) | <input type="text"/> |
| 40 | Whether the general teachers borrow teaching aids from resource centre to use in the classroom? | Yes (1) | No (1) | <input type="text"/> |
| 41. | Whether integrated education has helped general teachers in developing positive attitude towards children with special need ? | Yes (1) | No (2) | <input type="text"/> |
| 42. | Whether integrated education has helped other children in developing positive attitude towards children with special need ? | Yes (1) | No (2) | <input type="text"/> |
| 43 | Whether integrated education has helped children with special need to improve their personal/social skills? | Yes (1) | No (2) | <input type="text"/> |
| 44. | Whether integrated education has helped children with special need to improve their academic skills? | Yes (1) | No (2) | <input type="text"/> |
| 45 | Whether presence of children with special need has made the general teacher a better teacher? | Yes (1) | No (2) | <input type="text"/> |
| 46 | Whether integrated education has improved the self-esteem of children with special need? | Yes (1) | No (2) | <input type="text"/> |
| 47 | Do you think that integrated education has reduced the drop-out rate of children with special need and other children? | Yes (1) | No (2) | <input type="text"/> |
| 48. | Do you think that integrated education has helped the other children to improve their academic as well as non-academic skills? | Yes (1) | No (2) | <input type="text"/> |
| 49. | Do you think that integrated education will help in achieving the targets of Education For All in the country? | Yes (1) | No (2) | <input type="text"/> |

- 50 What suggestions do you have for the successful implementation of IEDC Scheme?
(Please specify)

Name of the Respondent

Date .

Signature of the
Officer In charge

